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ABSTRACT

This bibliographic resource guide is the second in a series of volumes which describe competency-based training materials developed by Child Development Associate (CDA) pilot projects and Head Start Supplementary Training/CDA programs. The guide focuses on the source, content and availability of 175 such materials. Materials cited reflect a variety of approaches to CDA training to meet the individual needs of persons interested in a competency-based program: for program developers, an extensive listing of available training materials and aids; for staff in operational programs, supplementary materials in specific areas; and for newcomers to the field, extensive background information on CDA training content, requirements and methods. The guide consists of five sections: (1) format and directions for using the guide, (2) a descriptive bibliography of the 175 items comprising the bulk of the volume, (3) a glossary, (4) a subject index and (5) a publishers' index. In the bibliography, a descriptive key and narrative for each document relates that document to CDA competency and training requirements. Information on supplementary media materials is included. (CM)

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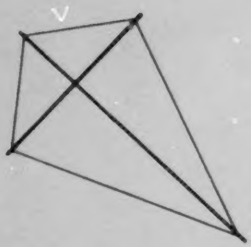

HSST-CDA

A
Descriptive Guide To
CDA
Training Materials

Volume II

1977

PS 009926

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Leroy Jones

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

A

DESCRIPTIVE GUIDE TO

CDA

TRAINING MATERIALS

VOLUME II

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PREFACE

This document, A Descriptive Guide to CDA Training Materials, is the second volume of a compilation and description of CDA competency-based training materials developed by CDA pilot projects and HSST/CDA programs. It is one of a sequence of training and audiovisual materials developed by University Research Corporation, under the national contract with the Administration for Children, Youth and Families, to assist HSST/CDA programs in the implementation of CDA program requirements.

Volume I of this Guide was composed of descriptions of 162 documents. Volume II contains descriptions of an additional 175. These 338 documents represent hours of time and energy expended by many people working in many training projects across the United States. These people have joined together in their commitment to CDA and ultimately to quality care for children by sharing their endeavors. We at URC gratefully acknowledge their entrusting the documents to our descriptive pens. Accordingly, we have reciprocated by handling these abstracts of documents with care.

We also wish to cite the following groups and individuals for their dedication and help in compiling this document:

- National Staff at the Administration for Children, Youth and Families: Charles A. Jones, Assistant Director, Career Development and Technical Assistance and Project Manager for the URC HSST/CDA contract; Dr. Jenny W. Klein, Director of Educational Services, Division of Program Development and Innovation; Soledad Arenas and Juanita Dennis, Education Specialists; and Terry Lewis, Program Analyst, for their assistance and cooperation in the materials collection effort.

- Regional Office of Administration for Children, Youth and Families Program Review and Resource Specialists for disseminating information within their Regions concerning the development of this document.

- URC Co-workers: Madeleine Brown, Carolyn Hoffman, Bev Ricker, Nancy Lowe, Jim Gilmore, Carol Center, Anne Kendall, Carol Bontempo, Rhona Pulman, and Bob Lindsay for production assistance.

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INTRODUCTION

The Child Development Associate (CDA) program represents a national effort of the Administration for Children, Youth and Families (ACYF), U.S. Department of Health, Education and Welfare, to improve the quality of care for young children. Focus of the effort is on the training, assessment, and credentialing of the child care staff members who are the primary caregivers for children aged 3 to 5 years in center-based programs.

The CDA program does not introduce an additional child care staff member into child care settings; rather it introduces a new category of worker--one who has earned a professional credential through procedures which differ from those followed when seeking teacher certification by completing an academic degree program. This newly created professional category is called a Child Development Associate (CDA), and the CDA Credential is awarded to candidates who have demonstrated their competence in six designated CDA Competency Areas:

- Setting Up and Maintaining a Safe and Healthy Learning Environment
- Advancing Physical and Intellectual Competence
- Building Positive Self-Concept and Individual Strength
- Organizing and Sustaining the Positive Functioning of Children and Adults in a Group in a Learning Environment
- Bringing About Optimal Coordination of Home and Center Child-Rearing Practices and Expectations
- Carrying Out Supplementary Responsibilities Related to the Children's Programs.

In addition, the following two competencies were developed for persons working with bilingual/bicultural children:

- Comprehending and Communicating with Children and Adults in Both Spanish and English
- Supporting the Child's Ethnic Identity and Self-Concept by Making Cultural Experiences an Integral Part of the Daily Program and Supplemental Activities.

The assessment of the CDA candidate and award of the CDA Credential are conducted by the CDA Consortium, a private, nonprofit corporation made up of representatives of 39 organizations in early childhood fields. CDA training, although based on the same CDA Competency Areas used in the final assessment process, is conducted separately from the CDA Consortium.

In 1973, the ACYF funded 13 pilot training projects to develop approaches and materials for CDA competency-based training, and the process began for incorporating CDA training into Head Start Supplementary Training (HSST) programs for classroom staff. At present, 4,000 Head Start staff members receive training through HSST/CDA programs. In addition, bilingual/bicultural training programs have been funded to develop training methods, curricula, and materials.

Although the training and assessment are separate components of the CDA program, they are, nevertheless, related. Since it is necessary for the CDA candidate to demonstrate competence in the six Competency Areas during the final assessment process, it is important that CDA training programs base their training on the six Competencies and also incorporate procedures for initial and ongoing appraisal of competence. In order to facilitate this process, the ACYF established the following CDA Training Criteria:

- Training should be organized according to the CDA competencies
- Valid credit should be awarded for CDA training
- Fifty percent or more of the intern's (trainee's) time should be spent in supervised field work
- Academic content and field experiences should be integrated
- Training should be individualized according to acquisition of the CDA Competencies
- Training should be flexibly scheduled so that individuals proceed at their own rate and exit from the training program when they have demonstrated the CDA Competencies.[1]

Purpose of this Guide

Since CDA competency-based training was a complete departure from traditional training methods, the need for competency-based training materials was a problem facing the newly funded pilots and also the HSST/CDA training programs. For many training programs the development of training methodology and development of curriculum materials had to proceed simultaneously.

As training programs began to produce curricula and other supplementary resource materials, a mechanism was needed to facilitate the sharing of these newly developed materials across programs. ACYF contracted with University Research Corporation to provide this service. The first volume of A Descriptive Guide to CDA Training Materials was published to provide information concerning the source, content, and availability of materials developed by the CDA pilot projects and the HSST/CDA programs. The purpose of this companion document, Volume II of the Guide, is to provide an update on materials developed after the publication of Volume I, or not included in that publication.

Methods and Procedures

Recommendations for the design of Volume I of the Guide and the methods for obtaining and describing the individual documents were established by an Advisory Group made up of ACYF personnel, specialist consultants, and CDA Consortium personnel in concert with URC project staff. Essentially, the same recommendations have been followed for Volume II, that is:

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[1] See OCD Instruction I-33-324-1 on Head Start Supplementary Training Policy, and OCD-TN-73.2 (2-23-73), pp. 4 and 5, for Option A training specifications.

1) The document would be limited to materials developed specifically for CDA competency-based training.

2) Materials would be described in relation to the CDA Competencies and CDA Training Criteria through a:

   - Document key
   - Descriptive narrative
   - Subject index.

3) A publisher's index and bibliographic entry would provide information on source, availability, and cost.

As a result of a solicitation effort conducted in cooperation with National and Regional ACYF Offices, 200 documents and recordkeeping forms were submitted to URC by HSST/CDA programs. Of this number, 175 are included in Volume II. In some cases, there were duplications of the 162 documents in Volume I or materials were not presently available.

Not only does this Guide follow the same procedures as did Volume I, but is also reflects the same philosophical viewpoint. That is, that the materials described herein reflect the individual and unique approach of projects to CDA training according to the needs of their interns and programs. They have been shared by programs with the understanding that the readers of this document recognize that, due to the developmental nature of the CDA training effort, training materials and procedures are in constant states of revision. It is possible that some changes have already been made in some of the materials in this publication. These materials have been shared with others to further the total CDA effort.

Many different styles, philosophies, and approaches to CDA training are presented in the Guide. This diversity of approaches enables programs to respond to different needs with the greatest flexibility. No endorsement is therefore implied by URC or ACYF concerning a particular set of materials. Rather, it is hoped that each person or program reviewing the materials will consider them in the light of individual preference or need.

This Guide can serve as a useful tool to many different persons interested in competency-based training. For program developers it provides an extensive listing of available training materials and aids. Staff in operational programs may wish to obtain supplementary materials in specific areas. Other persons new to the area of competency-based training will find much background information on CDA training content, requirements, and methods.

Definition of Terms

In keeping with their unique approaches, training programs used different terms for the roles of trainee and field supervisor and for the training components. For the purposes of clarity and continuity, however, the following terms will be used throughout this Guide:

- Intern: The person in CDA competency-based training whose goal is acquisition of the CDA Credential. Comparable terms are trainee, candidate, student, etc.

- Field Advisor: The person who advises, counsels, recommends, guides, and assists interns in their field work. Comparable terms are field supervisor, field trainer, instructor, etc.

- Appraisal(pre-appraisal, exit appraisal): The process in which training programs and interns alike make judgments regarding interns' demonstrated competence prior to beginning training or exiting from the training required in a particular module or learning package. Comparable terms are assessment, pre-assessment, exit assessment.

- Assessment, final assessment: The process in which the CDA consortium, through its Credential Award System, makes judgments regarding the competence demonstrated by a CDA candidate for the purpose of awarding the CDA Credential.

- Organizers: Subcategories of skills related to the six CDA Competency Areas and Functional Areas. They provide a basis for observations and for classifying or categorizing observations of an intern's performance within each area. Comparable terms are competency standards, indicators, etc.

FORMAT AND DIRECTIONS FOR USING THIS DESCRIPTIVE GUIDE

DESCRIPTIVE GUIDE FORMAT

This descriptive guide is divided into four sections which are schematically shown in Figure 1. The sections are as follows: a bibliography and descriptions of CDA training materials, in numerical order by document; a glossary of terms; a subject index; and a publishers' index.

Section I: CDA Training Materials

The CDA training materials are referred to as "documents," and are classified either as Curriculum Guides or Supplementary Resource Materials. The Curriculum Guides are variously titled educational packages, instructional booklets, learning packages, modules, etc. Supplementary Resource Materials include bibliographies, checklists, guides, and handbooks. The documents are consecutively numbered and listed by publisher.

Section II: Glossary of Terms

Following the descriptive listing of the CDA documents is the glossary of terms, which includes terms and definitions used in the CDA training and assessment (e.g., CDA Competency Areas, Functional Areas) or used to describe the documents (e.g, modules, packages).

Section III: Subject Index

The subject index includes a listing of major subject areas referred to in the documents or applicable to content in the documents. Included are the CDA Competency Areas, Functional Areas, curriculum topics (dramatic play, art, science), and process topics (scheduling, planning, etc.).

Section IV: Publishers' Index

The Publishers' Index includes an alphabetical listing of publishers of the documents listed by institution with contact person, address, cost, and other ordering information.

DIRECTIONS FOR USING THIS GUIDE

This descriptive guide has been designed to provide maximum usefulness to persons seeking information on CDA training materials. It contains three elements: a Document Key, consisting of information on Competency Areas; CDA training guidelines, format, and amount of materials available; a Bibliographic Entry, including pricing information; and a Descriptive Narrative of the cited materials. Materials can be located according to:

1) Publisher (institution)

2) Subject (Competency Areas, etc.).

Once located, the descriptive Document Key (see Figure 2) provides additional information concerning:

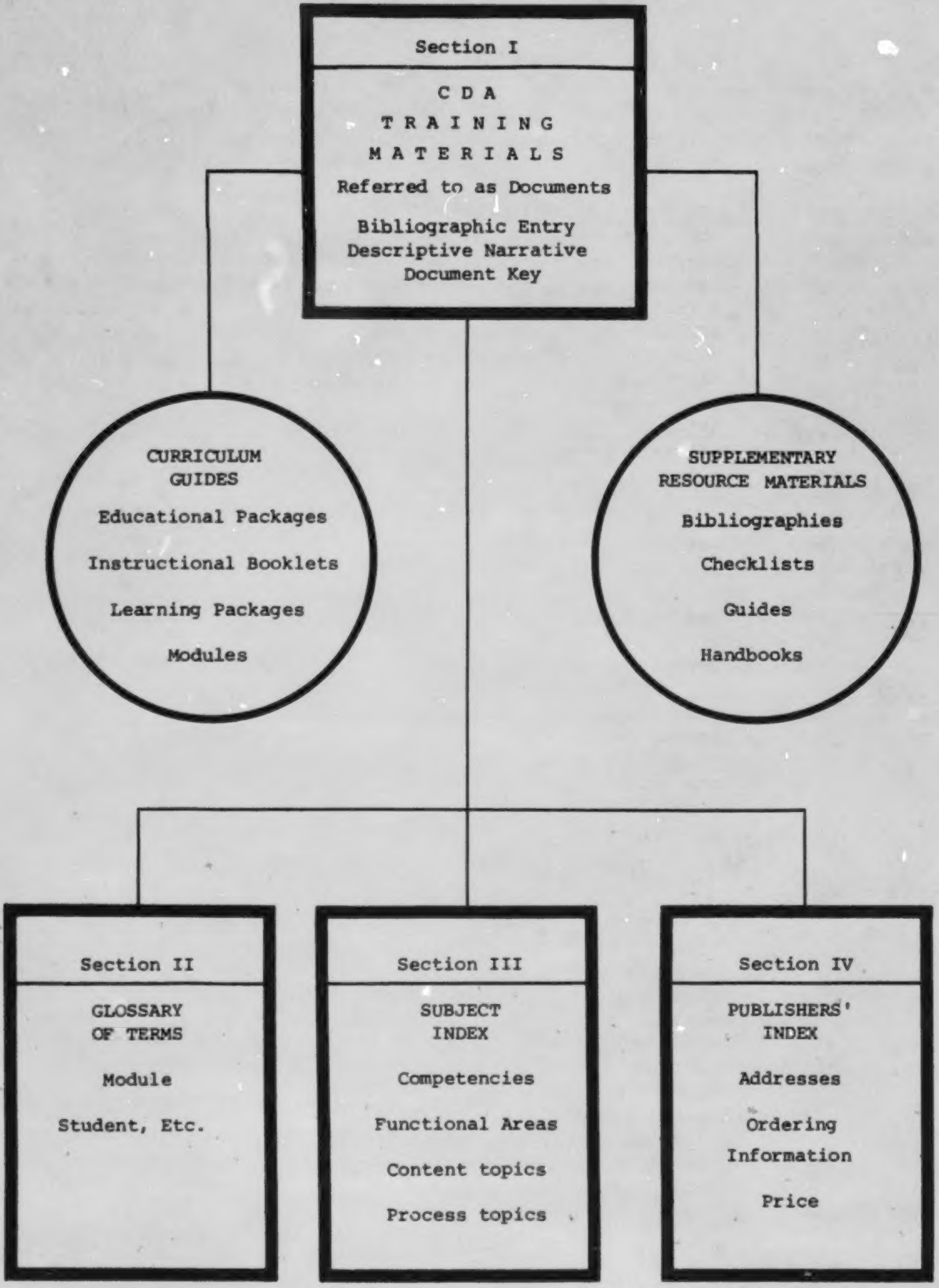
Section I
CDA
TRAINING
MATERIALS
Referred to as Documents
Bibliographic Entry
Descriptive Narrative
Document Key
CURRICULUM
GUIDES
Educational Packages
Instructional Booklets
Learning Packages
Modules
SUPPLEMENTARY
RESOURCE MATERIALS
Bibliographies
Checklists
Guides
Handbooks
Section II
GLOSSARY
OF TERMS
Module
Student, Etc.
Section III
SUBJECT
INDEX
Competencies
Functional Areas
Content topics
Process topics
Section IV
PUBLISHERS'
INDEX
Addresses
Ordering
Information
Price

Figure 1. DESCRIPTIVE GUIDE FORMAT

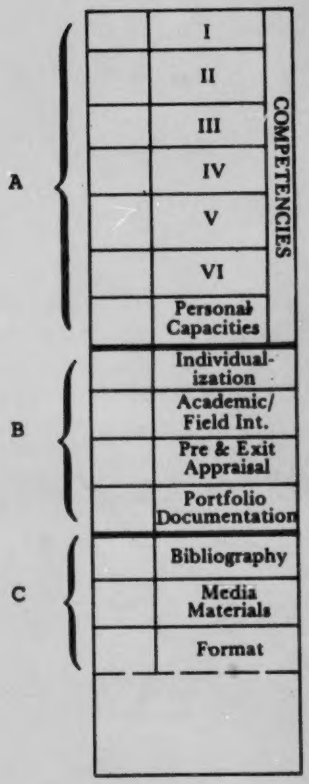

Figure 2.

DOCUMENT KEY

A) Competency Area and/or Personal Capacities. The symbol (X) indicates the area(s) focused on in the document; the symbol (XX) is used when one area receives greater emphasis than another.

B) Provision for CDA Training Criteria. The symbol (X) indicates that there is provision in the document for individualization of content, integration of academic content and field experience, and for ongoing appraisal. An "E" added in the appraisal column indicates that only exit appraisal is included. An (X) in the Portfolio Documentation column indicates that learning activities require the production of applicable materials.

C) Breadth of Material and Format. An (X) in the Bibliography column indicates that additional information is available. The following symbols are applicable to the Media Materials column:

AC = Audio cassettes
AT = Audio tape
FS = Filmstrip
OP = Overhead projector
ST = Slide/tape
VC = Video cassettes
VT = Videotape
C = Camera
R = Records
S = Slides

The Format column is used to designate the breadth of material included in the curriculum guides:

I = Instructions only. (The document contains information on how the intern is to proceed and where to obtain content information.)

ISC = Instructions, some content. (Although some content is included, the intern is referred to additional sources.)

C = Comprehensive. (The document contains all necessary materials.)

When the space below the dotted line of the Format column is filled in, it indicates that the document is Supplementary Resource Material and the entry identifies the type of resource material; e.g., "Handbook."

The second element, the Bibliographic Entry, is located to the left of the Document Key at the top of the page. Information entered includes the author, title, place of publication, publisher, date (if there is no date, n.d. is entered), number of pages, and pricing information (if price is not known, n.p. is recorded).

The third element for each document, the descriptive narrative, then gives an overview of the contents of the document, treating in detail the items on the document key, and offering additional information regarding:

- Learning objectives
- Special forms
- Observation or appraisal instruments
- Learning activities.

To Locate Documents: Documents can be located through the publisher listing in the Table of Contents. They can also be located through the Publishers' Index or the Subject Index.

LOCATING MATERIALS BY PUBLISHER (OR INSTITUTION):

1) Turn to the Publishers' Index (p. 312). Publishers are listed alphabetically

2) Note the document numbers listed for each publisher

3) Turn to the CDA Training Materials section where the documents are arranged in numerical order.

LOCATING MATERIALS BY SUBJECT (COMPETENCY AREA, ETC.)

1) Turn to the Subject Index (p. 301) and find the desired topic

2) Note that the numbers listed by the topics are the document numbers

3) Turn to the CDA Training Materials section where the documents are arranged in numerical order.

CDA TRAINING MATERIALS:
BIBLIOGRAPHY AND DESCRIPTIONS

DOCUMENT 1.

Bramwell, W. and Owens, G. Fundamentals of Early Childhood Education CDA Training Material. Bellevue, Washington: HSST/CDA, Bellevue Community College, n.d., 22 pp. $10.00 per set of 8 modules.

SUBJECT INDEX: Cognitive. Communication. Equipment. Group management. Guiding children. Language. Observation of behavior. Physical. Planning. Space. Staff.

DESCRIPTION: The material in Fundamentals of Early Childhood Education is an adaptation of the content of Bellevue Community College's course, ECED 172, to the competency-based CDA program. The primary focus is on Competency Areas I and II which incorporate objectives and skills needed to advance children's physical and intellectual competency through use of a safe and healthy learning environment. Suggested activities require a tape recorder or video tape, but otherwise content for the course is complete in the materials presented in ten units or modules.

X	I	COMPETENCIES
X	II	
	III	
	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
E	Pre & [✓ Exit] Appraisal	
X	Portfolio Documentation	
	Bibliography	
	Media Materials	
ISC	Format	

Objectives outlined for the intern include:

- Arranging a facility for young children
- Developing or organizing criteria for selecting outdoor and indoor equipment
- Developing techniques and understanding concepts for experiences in gross motor activities
- Increasing skills in observing and perceiving a child's point of view
- Relating and communicating with young children and guiding their behavior
- Developing sensitivity in working with other staff and parents
- Keeping a log of evaluations and perceptions of daily lab work
- Keeping a notebook of observations concerning current trends in care of young children using various media.

Learning activities involve the intern in planning, carrying out, and evaluating experiences to meet the objectives.

Post-appraisal requirements are met through completion of the learning activities and field advisor observation. Forms are included for training plans, intern self-appraisal, and field advisor appraisal.

DOCUMENT 2.

Bramwell, W. and Owens, G. Children's Creative Activities CDA Training Manual. Bellevue, Washington: HSST/CDA Bellevue Community College, n.d., 18 pp. $10.00 per set of 8 modules.

	I	COMPETENCIES
X	II	
	III	
	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
E	Pre & [✓ Exit] Appraisal	
X	Portfolio Documentation	
	Bibliography	
	Media Materials	
I	Format	

SUBJECT INDEX: This learning module is focused specifically on Competency Area II with particular emphasis on the practical aspects of planning, selecting, preparing, and presenting creative materials and activities to the young child.

Instructions necessary for course completion are presented in Children's Creative Activities. This module is used in the course, Early Childhood Education 181, at Bellevue Community College.

Upon completion of the course, the intern is expected to be able to:

- Collect, plan, and understand the methods and concepts of learning experiences in the areas of language, mathematics, science, art, and music
- Develop a collection of pictures and repertoire of songs for use with children
- Utilize "junk" materials in extending creative activities
- Develop sensitivity in working with the supervising and classroom teacher
- Log evaluations and perceptions of center activities.

Learning activities are designed as suggestions for meeting the objectives and involve the intern in: identifying the learnings he/she thinks take place in the learning activities; exploring the community for resources useful in creative activities; visiting other centers to observe materials, arrangements, and equipment for creative activities; and developing files of pictures to particular themes.

Completion of learning activities and field advisor observation comprise the post-appraisal process for the intern. Necessary forms are attached.

DOCUMENT 3.

Bramwell, W. and Owens, G. Practicum CDA Training Manual.
Bellevue, Washington: HSST/CDA, Bellevue Community College,
n.d., 16 pp. $10.00 per set of 8 modules.

SUBJECT INDEX: Group management. Language. Physical. Staff.

DESCRIPTION: The Practicum CDA Training Manual provides content for the Bellevue Community College course, Early Childhood Education 192, and focuses on supervised learning experiences for the intern. The learning activities fulfilling course objectives are designed for close supervision by a qualified field advisor.

Learning experiences are consistent with objectives and involve the intern in:

- Participating in a classroom 7 hours a week under supervision
- Increasing knowledge in the field of early childhood education by reading, reporting, and discussing
- Becoming familiar with Federal guidelines for licensing, etc.
- Understanding the need and use for center forms
- Becoming familiar with audiovisual devices used in centers
- Developing a comprehensive lesson plan for the year, month, and for two days (detailed)
- Learning ways of handling program transitions
- Recognizing the similarities in and differences between local programs for young children.

Additional resources are needed for content. The individual field advisor and intern are asked to select appropriate books or articles.

Each module presents specific activities for portfolio materials such as, including samples and explanations for forms used in the center and listing audiovisual equipment and its uses with children.

Materials appended for intern use include a yearly outline form for organizing appraisal expectation, daily lesson plans, and suggestions for ways of getting acquainted with community agencies for child care.

	I	COMPETENCIES
X	II	
	III	
X	IV	
	V	
XX	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/Field Int.	
E	Pre & [✓ Exit] Appraisal	
X	Portfolio Documentation	
	Bibliography	
	Media Materials	
ISC	Format	

DOCUMENT 4.

Bramwell, W. and Owens, G. Parent Education CDA Training Manual. Bellevue, Washington: HSST/CDA, Bellevue Community College, n.d., 21 pp. $10.00 per set of 8 modules.

	I	COMPETENCIES
	II	
	III	
	IV	
X	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
E	Pre & [✓ Exit] Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

SUBJECT INDEX: Communication. Community. Group management. Home/center. Interpersonal relationships. Parents. Roles. Social services. Staff.

DESCRIPTION: The focus of Parent Education is on the development of intern competency in parent contacts and skills involving parents in understanding the child's home and school environment. The content is used in Bellevue Community College's course, Early Childhood Education 201, and encompasses ten modules. E.E. LeMasters' text, Parents in Modern America, is recommended as background. Additional readings are suggested in the index.

The intern is expected to fulfill the following objectives as he/she completes the course:

- Differentiate the roles of parents
- Understand concept of family and ways members communicate
- Identify various aspects of the parental role in modern America
- Evaluate strengths and weaknesses of a family situation
- Develop methods of group process
- Understand principles of educational counseling
- Identify and learn how to use available community resources serving families
- Prepare a resource file of materials, etc., for helping parents
- Work honestly and openly with parents
- Develop ways of working with parents to handle recurring behavior problems.

Learning activities are suggested as ways of meeting objectives and involving the intern in:

- Researching community resources
- Relating to parent meetings in plans, attendance, and analysis
- Reading about and considering parent roles and problems.

Individualization is made possible by allowing the intern to rank and select the course objectives he/she will complete in addition to those required. Interns and field advisors may also develop their own activities relevant to objectives and individual training needs. Specific suggestions are presented for the portfolio.

The appendix includes a guide for observation of parent group meetings and book reviews pertaining to "parenting" that outline the author's focus and theoretical base.

DOCUMENT 5.

Bramwell, W. and Owens, G. Child Health and Safety CDA Training Manual. Bellevue, Washington: Bellevue Community College, n.d., 31 pp. $10.00 per set of 8 modules.

SUBJECT INDEX: First aid. Food preparation. Group management. Healthy. Home/center. Meals. Nutrition. Physical. Safe. Social.

DESCRIPTION: The Child Health and Safety CDA Training Manual has adapted the content of Bellevue Community College's course, Early Childhood Education 204, to the CDA program. Course content is presented in seven units of modules which are related to CDA Competency Area I. Functional Areas incorporated are designated in the subject index.

The learning activities are designed as ways of meeting the objectives. The expectation is that field advisors and interns will develop their own activities to meet individual needs. Interns are to select specific activities from the list presented.

X	I	COMPETENCIES
	II	
	III	
	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

Course objectives, defining the competencies to be acquired, and examples of supporting learning activites are as follows:

1) Identifying basic physical disorders of the young child and being aware of the proper referral channels (identify at least ten characteristics of normal physical development for the children in the center)

2) Keeping health records (describe and include samples of the health files of the center)

3) Learning to apply simple first aid techniques and procedures to follow (outline the procedure staff is to follow in case of emergency)

4) Learning to instruct children in preventive dental care (plan a group time for five or six children, present material and information on dental care using puppets, etc.)

5) Learning to maintain a safe environment in the classroom (visit three classrooms and complete a checklist of safety factors using the appended form)

6) Learning to promote good nutrition for young children (explain five ways to affect the nutritional habits of the families in the center)

7) Learning to participate in the planning, preparation, and serving of meals (plan a menu for one week for the snacks and meals served in the center).

Specific activities are included for the intern's portfolio. Pre- and post-appraisal sheets are attached; they emphasize intern and field advisor coordinating assessments. Competency is evaluated in terms of satisfying the requirements for designated activities.

The following materials are included in the appendix:

- Physical development observation form
- Health record form
- "Building Safety" checklist
- Evaluation sheet for meal patterns
- Day care mealtime observation form.

X	I	COMPETENCIES
X	II	
X	III	
X	IV	
X	V	
X	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

DOCUMENT 6.

Bramwell, W. and Owens, G. Initial Assessment in a CDA Program. Bellevue, Washington: Bellevue Community College, n.d., 69 pp. $10.00 per set of 8 modules.

SUBJECT INDEX: Cognitive. Creative. Environment. Group management. Healthy. Home center. Individual strength. Language. Physical. Safe. Self-concept. Social. Staff.

DESCRIPTION: Initial Assessment in a CDA Program is designed to familiarize the intern with the process involved in obtaining a CDA certificate and to provide a framework for going through the initial assessment. The materials supply most of the content of the Bellevue Community College course, Early Childhood Education 295.

Five modules are included, each focusing on one course objective. The learning activities of each module are designed to structure experience conducive to development of intern competence. Upon completion of the course, the intern should have achieved the following objectives:

1) Familiarity with the CDA program (the intern is expected to list the ten most important characteristics he/she feels a person working with young children should have)

2) Completion of a self-appraisal (the intern carries out a self-evaluation using pre-appraisal form, Q. sort assessment, competency standards, etc.)

3) Completion of portfolio with samples in each Functional Area (the intern develops a method for assembling materials using notebooks, files, cardboard dividers, manila envelopes, etc.)

4) Development of a training plan based on the self-appraisal and observation (the intern compiles a record of all background experiences and training)

5) Writing of a personal statement including philosophy of education, reasons for working with children, background, and future plans (the intern sketches out ideas and information and files the statement in the portfolio).

Content includes a section on Q. sorts developed for each Competency Area and Functional Area which are designed to help ascertain competency levels and training needs. Specific statements descriptive of competencies are listed, e.g., "The person can: demonstrate responsible supervision of children."

Information on the intern's portfolio emphasizes the necessity for the individualization of this aspect of the appraisal program. Suggestions are given for getting started; lists of elements are provided along with the form usually found in portfolios. Specific examples of materials relevant to each Functional Area are outlined.

DOCUMENT 7

	I	COMPETENCIES
	II	
	III	
	IV	
	V	
X	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
	Bibliography	
	Media Materials	
ISC	Format	

Bramwell, W. Practicum. Bellevue, Washington: HSST/CDA, Bellevue Community College, n.d., 20 pp. $10.00 per set of 8 modules*

SUBJECT INDEX: Field trips. Interviewing. Lesson plans. Planning. Scheduling. Self-evaluation. Staff.

DESCRIPTION: The module, Practicum, is designed to provide the intern with supervised learning experiences in a specific school situation at the primary levels of preschool, day care or Head Start agency.

The content of this module focuses on six course objectives. They are to:

1) Prepare for entry into the world of work, including acquisition of such skills as writing resumes, looking for employment, and interviewing with prospective employers

2) Evaluate one's own skills and weaknesses

3) Develop special projects to enrich areas in which one feels less strong

4) Develop goals, plans, and procedures for field trips with young children

5) Develop lesson plans for a 2-week period that indicate a sequence of related activities in different areas of the curriculum.

6) Keep a diary of activities for a 1-week period including curriculum activities, transitions, and role of adults throughout the day.

Learning activities for this module include:

- Reviewing at least four different resume formats and selecting one to use as a guide for writing a resume
- Describing what preparations are necessary for a job interview
- Developing a resource file of field trips
- Listing types of transition activities.

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* Home Economics 256, Child Development, scheduled for publication Fall 1977.

The learning activities that require written documentation are listed under the section, "Materials for Portfolio" as suggestions for inclusion in the portfolio along with other ideas and recommendations.

Included in the document are the following forms:

- Self-appraisal instrument
- Training plan
- Non-observation activity
- Information
- Intern appraisal observation
- Field appraisal observation
- Field trip activity plan
- Plan for pre- and post-trip activities
- Diary of activities.

DOCUMENT 8.

CDA Staff. Local Assessment Team Information Booklet. Bemidji, Minnesota: Bemidji State University Child Development Training Program, 1974, 136 pp. n.p.

SUBJECT INDEX: Administration and management. Supplementary resource materials.

DESCRIPTION: This module contains learning/appraisal materials recently developed by Bemidji State College. The checklists and forms that make up the module are intended for use in the appraisal of candidates for the CDA credential. The materials include lists of behaviors which the appraisal team should observe, forms for documenting the team's reactions to evidence of ability and needed further development, and forms for summary statements regarding a candidate's overall competence in the goal areas. The goal areas are noted as follows:

- Toward positive self-concept in the child
- Human relations - children, staff, parents, community
- Promoting thinking, creativity, and communication skills
- Effective use of the preschool environment
- Healthy physical development.

X	I	COMPETENCIES
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X	IV	
X	V	
X	VI	
	Personal Capacities	
	Individualization	
	Academic/ Field Int.	
	Pre & Exit Appraisal	
	Portfolio Documentation	
	Bibliography	
	Media Materials	
	Format	
Supplementary Resource Material		

DOCUMENT 9.

Migliaro, A. Health and Safety. Coolidge, Arizona: Arizona HSST/CDA, Central Arizona College, n.d., 24 pp. n.p.

SUBJECT INDEX: Healthy. Home/center. Safe. Staff.

DESCRIPTION: The content and learning activities in training module No. 2, Health and Safety, focus on the two parts of Competency Area I, "Establishes and Maintains a Safe and Healthy Learning Environment."

As in the other Arizona training modules, an "Objectives, Activities, Assessment" form is provided to facilitate individualization of training and appraisal. Objectives and suggested activities are listed with space provided for the field advisor to date and initial as the objectives are met.

The study guide presents a rationale based on A.H. Maslow's theory that basic needs must be met before attempts to meet higher needs can be successful. A diagram of the hierarchy of human needs is included. The study guide content treats the following subjects:

- Total approach to accident prevention
- Instruction in proper health practices
- Maintenance of individual health records
- Parent involvement in health and safety education.

Learning activities are varied. A reading of the study guide and of suggested texts prepares the intern to conduct a health and safety inspection, become familiar with health and safety requirements applicable to a particular center, plan and carry out activities that instruct children in good health and safety practices, involve staff members and parents in equipment repair, keep health records, list community resources, and plan and conduct a parent meeting.

Supplementary materials include a safety checklist and sample forms to be used in learning activities. Reference is also made to several other modules in the Arizona HSST/CDA series. Review of these modules is suggested.

XX	I	COMPETENCIES
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	III	
	IV	
X	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

DOCUMENT 10.

X	I	COMPETENCIES
	II	
	III	
	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

Migliaro, A. Planned Arrangements and Schedules. Coolidge, Arizona: Arizona HSST/CDA, Central Arizona College, n.d., 16 pp. n.p.

SUBJECT INDEX: Child development theory and principles. Group management. Learning centers. Lesson plans. Planning. Scheduling. Self-evaluation. Staff.

DESCRIPTION: The focus of training module No. 3, Planned Arrangements and Schedules, is on two organizers in Competency Area I: arrangement of the physical environment to allow for active movement and quiet activities, and providing flexibility in time schedule, program, and space arrangement. To accomplish these competencies, the intern is offered guidelines in the use of planned schedules and lesson planning.

The study guide and related reading presents child development principles as a background for planning and structuring the schedule. A module supplement includes samples of different lesson plans and lists advantages and disadvantages of each.

Learning activities, geared to specific objectives on the "Objectives, Activities, Assessment" form, include:

- Reading in the study guide and related references (found in the bibliography)
- Evaluating center lesson planning practices
- Formulating a new lesson plan for the center to include time schedule, planned activities, and designation of responsibilities
- Developing lesson plans for a 2-week period
- Evaluating the lesson plans with the field advisor
- Carrying out the formulated lesson plans
- Discussing and evaluating results with the field advisor.

DOCUMENT 11.

Emmons, B. Cooperative Planning. Coolidge, Arizona: Arizona HSST/CDA, Central Arizona College, n.d., 10 pp. n.p.

X	I	COMPETENCIES
	II	
X	III	
X	IV	
	V	
X	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

SUBJECT INDEX: Emotions and feelings. Evaluation of children. Group management. Home/center. Language. Observation of behavior. Planning. Self-concept. Social. Staff.

DESCRIPTION: Training module No. 4, Cooperative Planning, focuses on organizers in three Competency Areas. The organizer in Area I concerns flexibility in time, program, and space arrangements. The two statements in Area III concern the need to deal with individual differences in children by using a variety of teaching methods and by having realistic expectations, and the need for a balance between assured success and stimulating challenge. The organizer in Competency Area IV concerns planning opportunities for children to share experiences and responsibilities with adults as part of social development.

This module is an important adjunct to the third training module, Planned Arrangements and Schedules. A diagram in the introduction suggests that the research, observation, knowledge, and special skills of adults, when combined with the knowledge, curiosity, interests, abilities, and special needs of children, can produce planning for work and play with positive experiences, responsibility, and growth.

The study guide provides indicators for daily observation of activities and suggestions for incorporating the knowledge gained in the daily program. Other practical suggestions include lists of:

- Questions to encourage children to talk about learning activities
- Examples of ways teachers can express their own feelings while still respecting children's feelings
- Dangers of competition
- Ways to deal constructively with feelings of failure.

There is also emphasis on the need to share the program planning process and evaluation with the total teaching staff and interested parents.

Learning activities encompass reading, observing and recording, taping student/child interactions, participating in staff planning sessions, and staff evaluation. The results of each activity are discussed and evaluated with the field advisor.

The necessary content for module completion is found in the study guide, along with suggested reading from the following texts:

1) Baker, K.R. Ideas that Work with Young Children. Washington, D.C.: National Association for the Education of Young Children, 1972.

2) Maslow, A.H. Toward a Psychology of Being. New York, New York: D. Van Nostrand Company, 1968.

3) Pitcher, E.G., et al. Helping Young Children Learn. Columbus, Ohio: Charles A. Merrill Publishing Company, 1974.

4) Read, K.H. The Nursery School: A Human Relationships Laboratory. Philadelphia, Pennsylvania: W.B. Saunders Company, 1971.

DOCUMENT 12.

Emmons, E. Guidance Principles for Encouraging Self-Discipline. Coolidge, Arizona: Arizona HSST/CDA, Central Arizona College, n.d., 26 pp. n.p.

	I	COMPETENCIES
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X	III	
X	IV	
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	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

SUBJECT INDEX: Adult-child interaction. Adult modeling. Child development theory and principles. Group management. Guiding children. Home/center. Individual strength. Learning centers. Observation of behavior. Play. Psychological needs. Safe. Scheduling. Self-concept. Self-evaluation. Social. Staff.

DESCRIPTION: Training module No. 5, Guidance Principles for Encouraging Self-Discipline, focuses on two organizers in CDA Competency Area III: (1) giving direct, positive reinforcement to the child's advancing skills, growing initiative and responsibility,and (2) recognizing when behavior reflects negative self-concept and providing experiences to enhance a positive self-image. In CDA Competency Area IV, the module focuses on establishing reasonable limits and rules that allow for individual needs and are understood and accepted by children and adults.

The knowledge of many Functional Areas is integrated and frequent references are made to other modules in the Arizona HSST/CDA series. The major emphasis in this module is on:

- Teacher as a model
- Patterns of social and physical growth
- Development of trusting adult-child relationships
- Factors that influence relationships and kinds of behavior in children
- Need for and establishment of rules and limits
- Techniques for making rules work.

In addition to the study guide, Resources for Further Study includes texts by Dreikurs, Ginott, Holt, Rogers, and others. Included in the supplementary materials are papers by Pepper, "Characteristics of the Family Constellation," and Dreikurs, "Child's Mistaken Goals." A framework is provided for recording observations.

Learning activities are designed to involve the intern in:

- Observing individual children and recording behavior
- Examining feelings about self and individual children
- Observing another teacher handling behavior problems
- Reviewing rules and limits and sharing with staff and parents
- Recording and taping one's own interactions with individuals and small groups.

Also included are discussions with the field advisor concerning individual children, social development, environment, schedule, curriculum, and reasons for specific rules and limits. The usual "Objectives, Activities, Assessment" form is provided for ongoing appraisal recordkeeping.

DOCUMENT 13.

	I	COMPETENCIES
X	II	
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	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

Migliaro, A. Large and Small Group Activities. Coolidge, Arizona: Arizona HSST/CDA, Central Arizona College, n.d., 11 pp. n.p.

SUBJECT INDEX: Creative. Group management. Individual strength. Language. Manipulative materials. Observation of behavior. Physical. Planning. Scheduling. Self-concept. Self-evaluation. Social. Staff. Transitions.

DESCRIPTION: Training module No. 6, Large and Small Group Activities, relates to three organizers within CDA Competency Area II and one organizer within Area III. These organizers advance physical and intellectual competence and build positive self-concept and individual strength through:

1) Use of materials, activities, and experiences that encourage exploring, questioning, and experimenting

2) Balance of structured and unstructured materials, balance of techniques that invite discovery and those that instruct

3) Provision of direct and indirect experiences to extend knowledge of how things work and processes necessary for everyday living

4) Balance between tasks and experiences that ensure success and those that present stimulating challenge.

The purpose of this module is to:

- Help the intern establish grouping patterns that are effective for children in the center
- Develop those techniques needed for smooth transitions.

The study guide presents the many factors that must be considered when grouping young children, the composition of groups, and the balance of group activities. Techniques for smooth transitions are discussed. References are made to other modules in the Arizona HSST/CDA series.

Learning activities involve the intern in observing various groupings within the center, making needed changes, and evaluating effectiveness with the field advisor. A supplementary form is included for listing individual, small, and large group activities in the center. An "Objectives, Activities, Assessment" form is provided for ongoing appraisal.

In addition, readings in the following texts are suggested:

1) Baker, K.R. Ideas That Work With Children. Washington, D.C.: National Association for the Education of Young Children, 1972.

2) Pitcher, E.G., et al. Helping Young Children Learn. Columbus, Ohio: Charles Merrill Publishing Company, 1974.

3) Read, K.H. The Nursery School: A Human Relationships Laboratory. Philadelphia, Pennsylvania: W.B. Saunders Company, 1971.

DOCUMENT 14.

	I	COMPETENCIES
X	II	
X	III	
	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

Emmons, E. Collecting, Organizing, and Using Teaching Aids.
Coolidge, Arizona: Arizona HSST/CDA, Central Arizona College,
n.d., 12 pp. n.p.

SUBJECT INDEX: Books. Cognitive. Creative. Healthy. Home/center. Individual strength. Language. Learning environment. Media materials. Music. Physical. Planning. Recordkeeping. Self-concept.

DESCRIPTION: Training module No. 7, Collecting, Organizing, and Using Teaching Aids, relates to four organizers in CDA Competency Areas II and III concerning:

1) Use of materials, activities, and experiences

2) Balance of materials and techniques

3) Provision of direct and indirect experiences

4) Balance between assured success and challenge.

This module is designed to help the intern be aware of good teaching aids and to assist him/her in exercising care in collecting, organizing, and using teaching aids.

Emphasis is on the need to know an individual child's abilities and developmental level in order to plan effectively for growth and learning experiences. Materials to be included in a child's profile are listed. Instructions are included for preparing:

- Activity care file
- Picture file
- Object collection
- Storytelling aids
- Record and tape collection
- Reference material and professional literature
- Resource file
- Bulletin board materials

Practical information is included on what to collect, how to organize, use, and store.

Learning activities involve the intern in developing individual profiles on each child as a basis for determining needs and planning activities. The intern also collects, organizes, and uses each type of teaching aid, discussing and evaluating it with the field advisor.

The document is self-contained, but does include suggested readings for further study. Reference is made to other modules in the Arizona HSST/CDA series.

Supplementary materials include a list of headings for an activity card file, samples of teaching aids, cross-reference and activity cards, and tips for mounting and preserving pictures.

DOCUMENT 15.

Graves, P. Techniques for Observing Children. Coolidge, Arizona: Arizona HSST/CDA, Central Arizona College, n.d., 26 pp. n.p.

	I	COMPETENCIES
X	II	
X	III	
	IV	
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	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
	Bibliography	
	Media Materials	
C	Format	

SUBJECT INDEX: Observation of behavior. Recording of behavior.

DESCRIPTION: The primary objectives of this self-contained training module, Techniques for Observing Children, are to:

1) Acquaint the intern with numerous techniques used in making observations

2) Provide guidance and practice in observing.

Six objectives are described for the intern and activities suggested pertaining to each objective. These require the intern to demonstrate the ability to:

- Record observed behavior objectively
- Observe children in another setting
- Carry out different observation and recording techniques
- Interpret information acquired from observations
- Use observation and information acquired
- Develop a continuing program of observation.

Learning activities to meet the objectives make it necessary for the intern to practice various techniques of observing and recording, interpreting and using information gathered, and discuss and evaluate activities with the field advisor.

Necessary content for module completion is found in the study guide which includes a pretest for the intern, samples of each technique, and practice forms and tests to measure understanding at the end of each section. A supplement provides a number of sample forms and checklists for observing, interpreting, and appraising children's skills.

DOCUMENT 16.

	I	COMPETENCIES
XX	II	
X	III	
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	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
	Bibliography	
	Media Materials	
C	Format	

Graves, P. *Fostering Communication and Language Skills in the Early Childhood Setting*. Coolidge, Arizona: Arizona HSST/CDA, n.d. 30 pp. n.p.

SUBJECT INDEX: Cognitive. Communication. Lanquage. Listening activities. Observation of behavior. Planning. Recording of behavior. Self-concept. Stages of development.

DESCRIPTION: Training module No. 13, *Fostering Communication and Language Skills in the Early Childhood Setting*, focuses on the organizer in CDA Competency Area II which states that the CDA will "use several methods for increasing language understanding and use them in a way that encourages children to express themselves and talk with other children and adults." There is also reference to one organizer in Area III which concerns a balance between tasks and experiences which offer assured success and those which present suitable challenge.

This module is designed to help the intern understand, appraise, and foster the development of communication skills of the children in the classroom and to do so within the daily classroom context. Techniques offered in this module are intended to help children develop communication skills in their primary langauge, or the one they commonly use.

The document is self-contained, providing necessary content, forms, and direction for module completion. A list of introductory questions is included. There are 13 objectives for the intern along with suggested activities pertaining to each objective. Included in the list of objectives are requirements that the intern be able to:

- Detect children who are having serious communication problems and refer them for help
- Develop a set of appropriate goals for growth in communication skills for children in his/her class
- Plan and use general techniques which foster language growth in the children in the classroom
- Provide activities and encouragement which foster expressive and receptive communication skills
- Relate teaching of language to the conceptual development taking place in the classroom
- Encourage creative use of language and nonverbal skills in the classroom.

Learning activities to meet the objectives include reading the study guide, recording, setting goals, planning language and listening activities that can be integrated into all daily activities and routines and practicing communication techniques. A "Checklist for Language Assessment" is included with detailed instruction for its use.

The content of the study guide also includes discussion of normal stages of language development and the knowledge needed about the preschool child and communication development, examples of general goals and objectives, specific techniques, and practical examples of what to say and do in helping to foster children's language development communication skills.

DOCUMENT 17.

	I	COMPETENCIES
xx	II	
x	III	
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	VI	
x	Personal Capacities	
x	Individualization	
x	Academic/ Field Int.	
x	Pre & Exit Appraisal	
x	Portfolio Documentation	
x	Bibliography	
	Media Materials	
ISC	Format	

Migliaro, A. Enhancing Questioning and Problem-Solving Abilities. Coolidge, Arizona: Arizona HSST/CDA, Central Arizona College, n.d., 17 pp. n.p.

SUBJECT INDEX: Adult-child interaction. Blocks. Cognitive. Creative. Dance. Dramatic play. Individual strength. Language. Mathematics. Motor skills. Observation of behavior. Physical. Planning. Play. Science. Self-concept. Self-evaluation. Social. Staff. Stages of development.

DESCRIPTION: Training module No. 17, Enhancing Questioning and Problem-Solving Abilities, focuses on the organizers in CDA Competency Areas II and III which concern:

1) Use of materials, activities, and experiences that encourage exploring, experimenting, and questioning

2) Stimulation of focused activities which include raising questions and problem-solving

3) Balance between tasks and experiences which assure successes and those which present suitable and stimulating challenges.

The module is designed to help the intern develop an awareness of the problem-solving process and the factors which affect problem-solving abilities and to use opportunities which classroom activities offer to enhance children's abilities to solve problems.

Content presented in the study guide includes:

- Steps in the problem-solving process
- Factors which influence problem-solving ability
- Curriculum areas in which activities and materials offer opportunities to develop and practice problem-solving skills
- Group problem-solving
- Teaching techniques to encourage children to question and solve problems.

Attention is given to the close relationship between problem-solving and language ability and to Piaget's stages of intellectual development. Frequent references are made to other training modules in the Arizona HSST/CDA series.

Learning activities suggested on the "Objectives, Activities, Assessment" form involve the intern in reading, observation, discussion, role play, and evaluation with other staff members and with the field advisor. The intern plans for integration of problem-solving opportunities into all curriculum areas and for activities which encourage group problem-solving. Interactions with children are to be taped for discussion and evaluation with the field advisor.

A bibliography and supplement on "Encouragment" are included in the module.

DOCUMENT 18.

Foster, C. Blocks in the Early Childhood Program. Coolidge, Arizona: Arizona HSST/CDA, Central Arizona College, n.d., 20 pp. n.p.

SUBJECT INDEX: Adult-child interaction. Blocks. Cognitive. Creative. Dramatic play. Environment. Individual strength. Language. Mathematics. Motor skills. Observation of behavior. Physical. Science. Self-concept. Self-evaluation. Social. Social studies. Stages of development.

DESCRIPTION: The focus of training module No. 18, Blocks in the Early Childhood Program, is on three organizers in CDA Competency Area II:

1) Use the kind of materials and activities that encourage experimenting and help children gain mastery and progress toward higher levels of achievement

2) Balance of unstructured and structured materials

3) Provision of a variety of creative art media that give children freedom to symbolize in their own way.

The purpose of the module is to help the intern recognize the possibilities of block building, have respect for and interest in the activity, provide the appropriate environment, and learn effective teaching techniques.

The study guide covers both background information and teacher techniques, such as:

- Value of block play to physical, emotional, social, and cognitive development
- Use of block building as a tool in many curriculum areas, i.e., science, math, social studies, etc.
- Consideration of such things as space, storage shelves, accessories
- Limits that are appropriate
- Stages in block building that are developmental
- Teaching techniques that encourage and enhance block play.

	I	COMPETENCIES
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	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

A bibliography is included, as well as a supplementary diagram identifying unit blocks by proper names and giving suggested numbers of blocks for 15 to 20 young children.

Learning activities, geared to specific objectives on the "Objectives, Activities, Assessment" form, involve the intern in reading in the study guide, observing children and other teachers with block building, role playing specific situations, setting limits, planning activities, providing materials, demonstrating understanding and the ability to use techniques effectively, and discussing and evaluating the activities with the field advisor.

DOCUMENT 19.

	I	COMPETENCIES
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XX	III	
	IV	
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	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

Emmons, B. Enhancing a Positive Self-Concept. Coolidge, Arizona: Arizona HSST/CDA, Central Arizona College, n.d., 18 pp. n.p.

SUBJECT INDEX: Child development theory and principles. Emotions and feelings. Environment. Human development. Individual strength. Observation of behavior. Physical. Psychological needs. Self-concept. Self-evaluation. Social.

DESCRIPTION: With the exception of suggested reading in two additional textbooks, all necessary materials for module completion are contained in training module No. 20, Enhancing a Positive Self-Concept. This module addresses three organizers in CDA Competency Area III, concerning the CDA's ability to:

1) Provide an environment and atmosphere in which the child can grow toward a sense of positive individual identity

2) Give direct, positive reinforcement to the child's advancing skills and growing initiative and responsibility

3) Recognize when behavior reflects negative self-concepts and provide children with experiences to enhance their positive self-image.

For each organizer there are directions to the field advisor to aid in competency pre-appraisal, thus allowing for individualization of content.

Objectives for this module state that the intern will:

- Be able to define the term "self-concept"
- Understand the influences on the development of an individual's self-concept
- Respect and accept the child's level of self-concept
- Provide an environment for continuous development of positive self-concept.

The content presented in the study guide includes an explanation of self-concept, physical and social factors, the need to understand and accept children and their strengths and weaknesses, environment-people, space, time, and materials.

Learning activities the intern must undertake to meet the objectives include reading, observing, and discussing self-concept of individual children with the field advisor. In addition, the intern must plan and carry out activities related to enhancing self-concept, evaluate environment and materials with the field advisor, and prepare a list of suggestions for visitors and volunteers.

A supplement to the module includes: "Teacher-Craft," a chart of "How-to-do-it-yourself" instructions; "Some Words of Encouragement;" and "Twenty-one Memos from Your Child."

DOCUMENT 20.

	I	COMPETENCIES
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XX	III	
	IV	
	V	
	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

Roberts, M. Providing for Individual Differences. Coolidge, Arizona: Arizona HSST/CDA, Central Arizona College, n.d., 42 pp. n.p.

SUBJECT INDEX: Children with special needs. Home/center. Individual strength. Observation of behavior. Recording of behavior. Recordkeeping. Self-evaluation. Staff.

DESCRIPTION: Content and learning activities in training module No. 21, Providing for Individual Differences, focuses on two organizers in CDA Competency Area III which state that the CDA will:

1) Be able to assess special needs of individual children and call in the help of a specialist whenever necessary

2) Keep a balance between tasks and experiences from which children enjoy assured successes and those which present suitable and stimulating challenges.

The document is self-contained and includes an "Objectives, Activities, Assessment" form, a study guide, an annotated bibliography, and a supplement with all forms necessary for completion of the module.

It should be noted that completion of module No. 8, Techniques for Observing Children, is a prerequisite for use of this module. The purpose of this module is to provide additional observation tools, techniques, and ways to organize records that will help the intern individualize the program for children. Special techniques for individualization and appropriate group activities are discussed.

Content presented in the study guide includes discussion of the:

- Importance of detailed appraisals of individual children
- Information to be gathered, objectivity, and confidentiality
- Steps to follow in making additional assessments
- Identification of special needs
- Community resources
- Motivation techniques
- Awareness of individual progress.

Learning activities require discussion and written answers to questions raised with each section of the study guide. The intern must study each section of the study guide. The intern must study three children in depth, observe the entire class to identify children with special needs, and develop individualized programs.

In addition to the ten forms for various observations included in the supplement, ideas are given for individual learning kits and private places.

The bibliography lists textbooks, magazines articles, and a film.

DOCUMENT 21.

	I	COMPETENCIES
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X	IV	
	V	
	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

Foster, C. Encouraging the Open Expression of Feelings. Coolidge, Arizona: Arizona HSST/CDA, Central Arizona College, n.d., 19 pp. n.p.

SUBJECT INDEX: Art. Books. Creative materials and activities. Dance. Dramatic play. Emotions and feelings. Group management. Guiding children. Language. Music. Observation of behavior. Physical. Psychological needs. Social.

DESCRIPTION: The content and learning activities in training module No. 22, Encouraging the Open Expression of Feelings, cover one specific organizer in Competency Area IV that focuses on the intern's competence in creating an atmosphere for the expression and acceptance of feelings through example and attitude. In the pre-appraisal, the field advisor interviews the intern and observes the interaction with children. He/she also observes the children in their interaction with one another and with other adults.

The study guide gives information and describes teacher techniques. Examples of these techniques include recognition of:

- Feelings that need to be expressed
- Feelings of a child
- Feelings of hostility and aggression
- Activities that encourage open expression of feelings.

Objectives, strategies, and sample topics from Harold Bessell's "Magic Circle" program are included in the study guide.

In addition to bibliographical references, two texts are listed as recommended reading:

1) Baker, K.R. Ideas that Work with Young Children. Washington, D.C.: National Association for the Education of Young Children, 1972.

2) Read, K.R. The Nursery School: A Human Relationships Laboratory. Philadelphia, Pennsylvania: W.B. Saunders Company, 1971.

Supplementary materials include a bibliography of children's books that deal with their concerns and fears, and sample Magic Circle activities.

DOCUMENT 22.

Brownrigg, C. Music and Creative Movement. Coolidge, Arizona: Arizona HSST/CDA, Central Arizona College, n.d., 20 pp. n.p.

	I	COMPETENCIES
XX	II	
X	III	
	IV	
X	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

SUBJECT INDEX: Cognitive. Creative. Culture. Dance. Dramatic play. Home/center. Language. Listening activities. Movement. Music. Musical instruments. Physical. Planning. Rhythmic activities. Self-concept. Self-evaluation. Staff.

DESCRIPTION: Training module No. 23, Music and Creative Movement, is a self-contained document which integrates CDA Competency Areas II, III, and V. In planning for music and creative movement, the CDA will:

1) Promote physical and intellectual competence in children (Area II)

2) Provide a means of expression in which children can build positive self-concepts (Area III)

3) Incorporate elements of cultural backgrounds of families served (Area V).

The purpose of the module is to increase musical experiences in the intern's classroom.

Content presented in the study guide covers:

- Values of musical activities in the early childhood classroom
- Singing
- Listening activities
- Rhythm
- Creating music
- Creative movement
- Musical instruments
- Planning a music curriculum.

Learning activities include reading, observing, explaining the values of music activities to parents, introducing new songs from the children's cultural backgrounds, planning activities in each area discussed (listening, rhythms, etc.), planning a music curriculum, and evaluating the intern's program of music and creative movement activities with other staff members, children, and parents.

The supplement provides:

- Music and creative movement checklist
- Instructions for making musical instruments
- Ideas for creative movement
- Ideas for rhythm activities.

DOCUMENT 23.

Graves, P. and Migliaro, A. Creative Media. Coolidge, Arizona: Arizona HSST/CDA, Central Arizona College, n.d., 17 pp. n.p.

	I	COMPETENCIES
X	II	
XX	III	
	IV	
	V	
	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

SUBJECT INDEX: Art. Communication. Creative. Emotions and feelings. Environment. Guiding children. Individual strength. Media materials. Motivation. Motor skills. Physical. Planning. Self-concept. Self-evaluation. Staff. Stages of development.

DESCRIPTION: Training module No. 25, Creative Media, relates to Competency Areas II and III with the rationale that providing a variety of creative art media and allowing children to symbolize in their own terms is one way of providing an environment and atmosphere in which the child can grow toward a sense of positive individual identity.

The purpose of the module is to help the intern to:

1) Become aware of the values of a creative media program for young children

2) Develop the knowledge and skills needed to implement a creative media program

3) Select media for children's creative process values.

Specific module objectives require the intern to:

- Demonstrate an awareness of the values of creative activities
- Recognize the five stages of development as seen in children's drawings and paintings
- Set up and maintain a creative media center in the classroom
- Obtain and maintain a variety of creative media
- Supervise the creative media center competently
- Assess, through observation, how much experience with creative media and freedom of expression the children have had
- Use assessment information to plan a creative media program appropriate for the range of children's experience and abilities.

The content of the study guide is geared to the module objectives, including information on materials, setting up a creative media center, planning activities, and guides for adults.

Activities are consistent with objectives and involve the intern in discussions with the field advisor concerning content in the study guide, its application in the classroom, and the intern's behavior in supervising creative media activities. The intern must also collect drawings and paintings and identify developmental stages represented. He/she will inventory creative media materials and obtain free and junk items which can be used, plan creative media activities, exchange ideas with other staff members, and make attractive displays using children's work.

In addition to bibliographical references, the study guide includes a supplement, "The Magic Process vs the Predictable Product."

DOCUMENT 24.

X	I	COMPETENCIES
XX	II	
X	III	
X	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

Brannen, N. Woodworking. Coolidge, Arizona: Arizona HSST/CDA, Central Arizona College, n.d., 11 pp. n.p.

SUBJECT INDEX: Cognitive. Creative. Creative materials and activities. Environment. Equipment. Group management. Individual strength. Learning centers. Motor skills. Physical. Planning. Self-concept. Sensory learnings.

DESCRIPTION: Woodworking is a self-contained training module (No. 30) which integrates CDA Competency Areas I, II, III, and IV.

The purpose of the module is to provide specific information about woodworking and supervision of this activity. As the CDA plans for experiences in woodworking, he/she must consider the safety and organization of the learning environment (Area I) and establish a reasonable system of limits understood by children and adults (Area IV). At the same time, the CDA will be advancing physical and intellectual competence (Area II), and providing challenge and the opportunity to build positive self-concept and individual strength (Area III).

Objectives for the intern include demonstrating:

- Awareness of the values of woodworking for the preschool child
- Knowledge about equipment and materials needed in a woodworking center and how equipment and materials should be stored
- Competence in supervising a woodworking center
- Ability to provide opportunities for children to use tools to solve problems or to meet needs that arise in the woodworking center
- Ability to plan a program that includes opportunities for children to observe a skilled craftsman using woodworking tools
- Appreciation and respect for the products of woodworking.

The intern will seek ways to convey this appreciation to the parents as well as to the children.

Content in the study guide includes discussion of the values of woodworking (sensory learning, creative and problem solving opportunities, etc.); descriptive lists of needed equipment and materials with suggestions for storage of tools and supplies; guidelines for supervision of the woodworking center with the role of the teacher; and suggested rules for the use of tools.

Learning activities to meet the objectives are varied and encompass reading the study guide and discussing values and equipment; being observed by the field advisor* while supervising the woodworking center; planning for activities and a related field trip or visitor; arranging a display of children's woodworking projects; and inviting parents to see the display.

* Specific competencies for observation are provided for the field advisor.

DOCUMENT 25.

Migliaro, A. Sewing. Coolidge, Arizona: Arizona HSST/CDA, Central Arizona College, n.d., 11 pp. n.p.

	I	COMPETENCIES
XX	II	
X	III	
	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
	Bibliography	
	Media Materials	
C	Format	

SUBJECT INDEX: Cognitive. Creative. Creative materials and activities. Culture. Home/center. Individual strength. Language. Learning center. Motor skills. Physical. Planning. Self-concept. Sensory learning.

DESCRIPTION: Training module No. 31, Sewing, relates to several organizers in CDA Competency Areas II and III concerning the provision of materials that challenge and enable children to gain mastery, symbolize on their own terms, and experience success.

The objectives of this self-contained module are to:

1) Acquaint the intern with the values of including sewing in the preschool curriculum

2) Furnish some guidelines for presentation and supervision of these activities

3) Supply some practical ideas for classroom activities

4) Provide ideas for parents to share in classroom activities.

Information is given in the study guide on the variety of materials that can be used in sewing activities, on using parents as resources in the classroom, and on the role of the teacher in providing support and guidance. Other content is geared to specific objectives which state that the intern will demonstrate:

- Awareness of the values of sewing activities for the preschool child

- Ability to use found objects and beautiful junk as well as commercial materials effectively in sewing activities

- Ability to incorporate the cultural background of the children in sewing activities

- Ability to properly store/display and competently supervise the use of sewing materials

- Appreciation for children's sewing products. The intern will seek ways of conveying this appreciation to the parents as well as to the children.

Learning activities to meet the objectives involve the intern in reading the study guide, assembling materials for sewing activities, providing for storage and display, being observed while supervising sewing activities, and discussing the experience with the field advisor.

Two articles are included in a supplement:

1) "Activities and Materials for Children" (ideas for beading, sewing, weaving)

2) "Things to Make for Children" (instructions for smocks, bean bags, nesting animals which can be made by parents).

DOCUMENT 26.

	I	COMPETENCIES
XX	II	
X	III	
	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

Foster, C. Clay. Coolidge, Arizona: Arizona HSST/CDA, Central Arizona College, n.d., 11 pp. n.p.

SUBJECT INDEX: Art. Clay. Cognitive. Creative. Creative materials and activities. Emotions and feelings. Field trips. Guiding children. Individual strength. Physical. Recipes. Self-concept. Sensory learning.

DESCRIPTION: Module No. 32, Clay, is self-contained in that all necessary materials for module completion area included. The purpose of the module is to provide information concerning:

- Values of clay activities
- Types of clay
- Materials to use with clay
- Ideas for the successful use of clay.

The module is geared specifically to organizers within Competency Area II, "Advancing Physical and Intellectual Competence," and a related organizer in Area III, "Building Positive Self-Concept and Individual Strength." For each organizer there is a direction to the field trainer to aid in competency preappraisal, thus allowing for individualization of content.

Learning activities include reading appropriate sections in the study guide and integrating the content with field experiences, such as properly storing the clay, setting limits for the children as to where the clay can be used, gathering appropriate accessories, working with individual children, etc.

The study guide is tailored to the specific purposes of the module and includes recipes for making clay dough, modeling dough, etc. A final section presents guides to the successful use of clay and relates the modeling experience to other curriculum areas, i.e., field trips and singing.

DOCUMENT 27.

X	I	COMPETENCIES
XX	II	
X	III	
	IV	
	V	
	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
	Bibliography	
	Media Materials	
C	Format	

Graves, P. Understanding How Children Learn. Coolidge, Arizona: Arizona HSST/CDA, Central Arizona College, n.d., 37 pp. n.p.

SUBJECT INDEX: Child development theory and principles. Cognitive. Curriculum. Emotions and feelings. Environment. Individual strength. Language. Mathematics. Physical. Planning. Self-concept. Sensory learning. Skill teaching. Social. Stages of development.

DESCRIPTION: Training module No. 36, Understanding How Children Learn, integrates CDA Competency Areas I, II, and III, focusing on the close relationship between the learning environment, physical and intellectual competence, self-concept, and individual strength.

This self-contained module is designed to assist the intern in developing an understanding of the:

1) Special skills young children bring to the classroom and how to use those skills to help children expand their worlds

2) Environment of the preschool and what it should look like

3) Role of the teacher and how to plan for learning.

The document specifies the sequence in which materials should be read. A test on this information follows, along with related activities to practice integration of content with experiences. After each activity, a discussion with the field advisor is scheduled, and notation is made on an "Objectives, Activities, Assessment" form. Included in the list of 15 objectives are requirements that the intern demonstrate:

- Ability to set up a classroom and plan activities which will help children use their abilities

- Understanding of how classroom activities foster physical, social, emotional, and cognitive learning

- Understanding of learning skills children should be developing and planning classroom activities which give children practice in sensory learning, physical skills, classification skills, discrimination, seriation, and verbalization

- Ability to identify concepts appropriate for preschool learning and prepare a plan for teaching basic colors, basic shapes, spatial relationships, community information, seasonal information, or health.
- Understanding of the role of the teacher through lesson planning and class performance
- Ability to evaluate the learning environment of his/her own classroom
- Ability to evaluate his/her own performance in the role of teacher in that environment.

A checklist is included for evaluating the setting, the teacher, and the learning of one child. From this, the intern lists improvements to be made.

The module contains a pretest and posttest, sample activities, and opportunities to consider the intern's own past experiences and feelings.

DOCUMENT 28.

Brownrigg, C. Literature for Preschool Children. Coolidge, Arizona: Arizona HSST/CDA, Central Arizona College, n.d., 20 pp. n.p.

SUBJECT INDEX: Books. Cognitive. Creative. Emotions and feelings. Flannel board. Language. Learning centers. Listening activities. Poetry. Puppets. Reading readiness. Self-concept.

DESCRIPTION: Training module No. 37, Literature for Preschool Children, relates to CDA Competency Areas II and III with the rationale that a more positive self is fostered for the child when physical and intellectual competence is advanced by increasing language skills. The objective of this self-contained module is to help the intern learn to appreciate and share children's literature, both written (books) and oral (storytelling with children).

The intern must demonstrate:

- Awareness of the value of books and stories for preschool children
- Art of storytelling
- Skill in reading a book aloud to a small group
- Ability to involve children in creating an original story
- Ability to create a comfortable, inviting library area
- Proper care of books.

Content of the study guide is geared to the specific purposes of the module. The guide includes discussion of: the importance of literature for children; ways to make the library area more comfortable and attractive; the importance of pictures and illustrations in books; guidelines for storytelling, reading aloud, and creating a story. Learning activities include reading appropriate sections in the study guide and ways of integrating the content with field experiences such as, selecting different types of books from the closest library, reading, and telling stories to a small group each day, starting a story the children can finish, using pillows and rugs to make the library area more comfortable, and displaying books in an inviting way.

The module supplement includes ideas for "story starters," puppets, and flannel board characters; sources of inexpensive children's books and several booklists. The study guide concludes with a bibliography.

	I	COMPETENCIES
XX	II	
X	III	
	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

DOCUMENT 29.

Arizona HSST/CDA Program. Intern Enrollment Information Form.
Coolidge, Arizona: Central Arizona College, n.d., 1 p. n.p.

SUBJECT INDEX: Supplementary resource materials.

DESCRIPTION: This instrument is designed to obtain personal background information including: place of residence, age, sex, education, work experience, and CDA status.

	I	COMPETENCIES
	II	
	III	
	IV	
	V	
	VI	
	Personal Capacities	
	Individualization	
	Academic/ Field Int.	
	Pre & Exit Appraisal	
	Portfolio Documentation	
	Bibliography	
	Media Materials	
	Format	
Enrollment Form		

DOCUMENT 30.

Arizona HSST/CDA Program. On-Site Visit Report. Coolidge, Arizona: Central Arizona College, n.d., 1 p. n.p.

SUBJECT INDEX: Supplementary resource materials.

DESCRIPTION: This instrument is used by the field advisor during on-site visits. The form is categorized into four sections. The field advisor may use it to indicate what the intern's plans were as a result of the previous visit; current observations; resources needed, including additional training; and what the intern's plans are for the next visit.

	I	COMPETENCIES
	II	
	III	
	IV	
	V	
	VI	
	Personal Capacities	
	Individualization	
	Academic/ Field Int.	
	Pre & Exit Appraisal	
	Portfolio Documentation	
	Bibliography	
	Media Materials	
	Format	
Observation Tool		

DOCUMENT 31.

Arizona HSST/CDA Program. Individual Intern Contract. Coolidge, Arizona: Central Arizona College, n.d., 1 p. n.p.

SUBJECT INDEX: Supplementary resource materials.

DESCRIPTION: This instrument provides for a signed agreement between the field advisor and intern on the activities to be undertaken by the intern.

	I	COMPETENCIES
	II	
	III	
	IV	
	V	
	VI	
	Personal Capacities	
	Individualization	
	Academic/ Field Int.	
	Pre & Exit Appraisal	
	Portfolio Documentation	
	Bibliography	
	Media Materials	
	Format	
Contract		

DOCUMENT 32.

Arizona HSST/CDA Program. Modules Completed Report. Coolidge, Arizona: Central Arizona College, n.d., 1 p. n.p.

SUBJECT INDEX: Supplementary resource materials.

DESCRIPTION: This instrument indicates modules completed, dates of completion, and grades obtained by the intern.

	I	COMPETENCIES
	II	
	III	
	IV	
	V	
	VI	
	Personal Capacities	
	Individualization	
	Academic/ Field Int.	
	Pre & Exit Appraisal	
	Portfolio Documentation	
	Bibliography	
	Media Materials	
	Format	
Reporting Instrument		

DOCUMENT 33.

Arizona HSST/CDA Program. Instructions for Using the CDA Intern Semester Plan. Coolidge, Arizona: Central Arizona College, n.d., 4 pp. n.p.

SUBJECT INDEX: Supplementary resource materials.

DESCRIPTION: The CDA semester plan is a mechanism to facilitate goal setting by the intern. It also provides a graphic representation of the intern's progress over the semester compared to the intern's goals. It also provides information to the CDA office about what modules the intern plans to complete during the semester so that the intern can enroll in the appropriate courses.

	I	COMPETENCIES
	II	
	III	
	IV	
	V	
	VI	
	Personal Capacities	
	Individualization	
	Academic/ Field Int.	
	Pre & Exit Appraisal	
	Portfolio Documentation	
	Bibliography	
	Media Materials	
	Format	
Supplementary Resource Material		

DOCUMENT 34.

Arizona HSST/CDA Program. CDA Intern Module Profile. Coolidge, Arizona: Central Arizona College, n.d., 3pp. n.p.

SUBJECT INDEX: Supplementary resource materials

DESCRIPTION: This instrument indicates modules engaged in by the intern and corresponding college courses.

	I	COMPETENCIES
	II	
	III	
	IV	
	V	
	VI	
	Personal Capacities	
	Individualization	
	Academic/ Field Int.	
	Pre & Exit Appraisal	
	Portfolio Documentation	
	Bibliography	
	Media Materials	
	Format	
Profile		

DOCUMENT 35.

Arizona HSST/CDA Program. CDA Assessment. Coolidge, Arizona: Central Arizona College, n.d., 16 pp. n.p.

SUBJECT INDEX: Supplementary resource materials.

DESCRIPTION: This instrument is designed for conducting an intern's appraisal in the basic CDA Competency Areas as to needs training or competencies.

	I	COMPETENCIES
	II	
	III	
	IV	
	V	
	VI	
	Personal Capacities	
	Individualization	
	Academic/ Field Int.	
	Pre & Exit Appraisal	
	Portfolio Documentation	
	Bibliography	
	Media Materials	
	Format	
Appraisal Tool		

DOCUMENT 36.

Arizona HSST/CDA Program. CDA Training Module Feedback. Coolidge, Arizona: Central Arizona College, n.d., 1 p. n.p.

SUBJECT INDEX: Supplementary resource materials.

DESCRIPTION: This instrument is used as a mechanism for interns to have input into module development. Spaces are provided for stating whether the level of work was too much or too little.

	I	COMPETENCIES
	II	
	III	
	IV	
	V	
	VI	
	Personal Capacities	
	Individualization	
	Academic/ Field Int.	
	Pre & Exit Appraisal	
	Portfolio Documentation	
	Bibliography	
	Media Materials	
	Format	
Evaluation instrument		

DOCUMENT 37.

Nebraska HSST/CDA Program. Behavior, Behavior Management and Guidance of the Preschool Child. Chadron, Nebraska: Chadron State College. n.d., 125 pp. $4.00.

X	I	COMPETENCIES
	II	
X	III	
XX	IV	
	V	
	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

SUBJECT INDEX: Adult-child interaction. Adult modeling. Behavior modification. Children with special needs. Environment. Group management. Guiding children. Individual differences. Individual strength. Learning centers. Observation of behavior. Recording of behavior. Recordkeeping. Reinforcement. Room arrangement. Self-evaluation. Stages of development.

DESCRIPTION: Behavior, Behavior Management and Guidance of the Preschool Child is the first of eleven learning modules (four of which are included in the Descriptive Guide to CDA Training Materials) which serve as the basic content for the Nebraska HSST/CDA program at Chadron State College. The package is intended to provide the intern with knowledge, approaches, and techniques for applying principles of guidance. Performance objectives require the intern to be able to observe behavior, record observations, write reports, and apply the content of the package in an early childhood program.

Although the learning module's major focus is on Competency Area IV, the interrelatedness of the content and learning activities crossreference with other Competency Areas and include the Personal Capacities.

The total learning package contains eight units:

1) Applied principles of guidance for young children

2) Common behavior in young children

3) Positive and negative guidance techniques

4) Indirect and direct guidance

5) Guides for speech and action in guiding young children

6) Setting limits

7) Observing and recording behavior of young children

8) Learning disabilities.

Each unit consists of a list of "information organizers" which is used as a guide in appraising the intern's knowledge of the content. There are

18 field training competencies on which the intern must conduct a self-appraisal and obtain concurrence with the field advisor. Each competency is delineated and described in such performance terms as the following:

- Demonstrates a new activity to help teach the child a skill or activity (for example, how to flush the toilet, how to use a fork, or how to open a door)
- Quietly ignores questionable or undesirable behavior and directs the child to more acceptable behavior
- Identifies children exhibiting disruptive behavior from children with more severe emotional disturbance
- Reflects children's feelings by putting the feelings into words.

The instructional materials contained in all of the Chadron learning modules are as follows:

1) Competency standard

2) Information organizers

3) Instruction sheet for developing competency requirements

4) Competency requirement with accompanying criteria

5) Summary recording form for competency development.

While additional content is not specified for the learning module, a list of reference materials is provided for each unit.

DOCUMENT 38.

Nebraska HSST/CDA Program. Literature and Language Arts for Preschool. Chadron, Nebraska: Chadron State College, n.d., 170 pp. $4.00.

X	I	COMPETENCIES
X	II	
X	III	
X	IV	
X	V	
	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

SUBJECT INDEX: Adult modeling. Bilingual. Books. Cognitive. Communication. Creative dramatics. Creative materials and activities. Disadvantaged children. Dramatic play. Environment. Field trips. Games. Goals. Individual differences. Language. Listening activities. Media materials. Parents. Perception. Physical. Puppets. Reading readiness. Referral and rehabilitation. Self-evaluation. Sensory learning. Social. Speech. Stages of development. Storytelling. Vocabulary.

DESCRIPTION: The module, Literature and Language Arts for Preschool, is the second of the four learning modules presented in the Descriptive Guide to CDA Training Materials. The objective for each unit is reflective of the overall content of the learning package and includes the following:

1) Application of basic methods of teaching language arts to preschool children

2) Importance of communication skills in preschool and teacher's responsibilities in developing communication skills

3) Development of oral communication in young children and factors that affect development and cause speech disorders

4) Relationship between visual perception and language

5) Factors influencing readiness for prereading, objectives of the teacher, and roles of the parent in the prereading program.

The total learning package contains 12 units. Their titles are as follows:

1) Language arts in preschool

2) Development of language and communicative skills

3) Oral communication

4) Visual development in language

5) Prereading in language arts

6) Prewriting in language arts

7) Developing listening skills

8) Resources for special problems in language

9) Selection and care of books for young children

10) Reading stories, storytelling, and flannel board stories

11) Dramatics for young children

12) Language development in the disadvantaged child.

Learning activities include:

- Guiding children in writing stories
- Discussing the Frostig Visual Perception Program
- Constructing a game for developing language skills in the disadvantaged
- Constructing a picture story
- Writing an evaluation of a book for young children
- Listing goals for using puppets with young children
- Arranging in order the developmental stages in creative dramatics for young children
- Dramatizing a story using puppets.

In addition to the standard instructional materials included in all of the Chadron learning modules, the Literature and Language Arts for Preschool module includes an annotated bibliography of non-sexist picture books, and guidelines for preparing and telling a story.

X	I	COMPETENCIES
	II	
	III	
	IV	
	V	
X	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

DOCUMENT 39.

Nebraska HSST/CDA Program. Practicum in Planning and Scheduling Programs for Preschool. Chadron, Nebraska: Chadron State College, n.d., 127 pp. $4.00

SUBJECT INDEX: Administration and management. Budgets. Curriculum. Environment. Equipment. Planning. Room arrangement. Scheduling. Staff.

DESCRIPTION: The third in a series of learning modules developed by the Nebraska HSST/CDA program is entitled Practicum in Planning and Scheduling Programs for Preschool. The purpose of this module is to provide information and techniques for planning, administering, managing, and evaluating a preschool program. The content focuses on:

- Basic philosophies of early childhood education and types of preschool programs
- Responsibilities of staff members and personal attributes needed by persons working with young children
- Purposes of the preschool program policy manual
- Development of physical facilities
- Guidelines and safety factors to be considered in selecting equipment
- Plans for and development of resource units, teaching units, weekly and daily plans
- Criteria for planning and evaluating the daily schedule.

The learning module consists of 12 units, with titles as follows:

1) Philosophy and types of preschools

2) Roles and expectations of staff

3) Policy manual

4) Planning room arrangement

5) Selecting and ordering equipment

6) Resource unit

7) Preparing a teaching unit

8) Weekly plan

9) Daily plan

10) Daily activities for young children

11) Planning the daily schedule.

One of the 12 units was not submitted for review.

Learning activities involve the intern in evaluating a preschool program; writing a policy manual; listing the basic equipment, materials, and supplies used in a preschool program; selecting from a list the characteristics of good activities; and discussing the criteria for planning a daily schedule for preschool children.

All necessary forms for the completion of the learning package are provided.

DOCUMENT 40.

Nebraska HSST/CDA Program. Science, Math and Social Science for Preschool. Chadron, Nebraska: Chadron State College, n.d., 186 pp. $4.00.

SUBJECT INDEX: Adult-child interaction. Body image. Cognitive. Community. Creative materials and activities. Culture. Curriculum. Equipment. Field trips. Goals. Individual differences. Individual strength. Language. Learning centers. Learning theory. Mathematics. Planning. Room arrangement. Science. Self-concept. Self-evaluation. Social studies. Stages of development.

DESCRIPTION: This learning module is the fourth in a series of Chadron modules developed by the Nebraska HSST/CDA Program. Employing an integrated approach, Science, Math and Social Science for Preschool is designed to provide the intern with a general understanding of the importance, aims, objectives, and content of the math, science, and social sciences curriculum in implementing an effective preschool program.

X	I	COMPETENCIES
XX	II	
X	III	
	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

The content of the total learning module focuses on 13 separate units contained in the package. The titles of the units are:

1) Mathematics

2) Concepts and techniques

3) Mathematics center

4) Science for young children

5) Physical science for young children

6) Biological science for young children

7) Field trips for young children

8) Setting up the science center

9) Social studies

10) Social studies: the child himself/herself

11) Social studies: the child as a member of a group

12) Social studies: the child in the community

13) Social studies: the child in the world.

A list of "information organizers" accompanies each unit which taps the knowledge base of the intern. In addition, the intern is engaged in a variety of learning activities, including:

- Evaluating a math center
- Conducting a science activity
- Constructing a resource unit in physical science
- Evaluating the value of a terrarium to teach science concepts
- Planning activities for a field trip with young children
- Arranging the classroom to accommodate a science center
- Constructing a flannel puzzle and a prop box.

There is a list of 32 "field training competencies" and accompanying criteria on which the intern must, with the concurrence of the field advisor, conduct a self-evaluation. Completion of this module requires the use of materials, supplies, and equipment normally found in a preschool classroom. Instructional materials contained in the document include bibliographies of books, films, filmstrips, equipment as well as all necessary forms, information guides, and sample resource units.

DOCUMENT 41.

Villar, P., Kiefer, P., and Migliaro, A. Healthy. Kansas City, Missouri: Community Development Institute, n.d., 35 pp. $5.00.

SUBJECT INDEX: Children with special needs. Cognitive. Environment. Evaluation of children. Interpersonal relationships. Meals. Mental health. Nutrition. Parents. Recordkeeping. Referrals and rehabilitation. Rest. Snacks. Social/emotional competence. Staff. Supplementary resource materials.

DESCRIPTION: The booklet, Healthy, is a description of what a well planned and organized health program should look like. The content focuses on five components of health:

1) Health maintenance: covers arrival and departues, rest, meals-snacks, toilet, on-going screening, early identification, and health education

2) Medical care: focuses on gathering and maintaining medical information; provides suggestions for what a health record should contain

3) Dental health: focuses on the development of a comprehensive dental health plan, dental health education, and criteria for a dental health program for preschool children

4) Nutrition: provides information regarding well-planned menus, serving meals and snacks, and nutrition education activities for children

5) Mental health: discusses the parent-staff team approach, interpersonal relationships, and structuring the educational program in promoting sound mental health practices.

Included in this document is an extensive bibliography of books and films categorized under each health component described above.

XX	I	COMPETENCIES
	II	
	III	
	IV	
	V	
X	VI	
X	Personal Capacities	
	Individualization	
	Academic/Field Int.	
	Pre & Exit Appraisal	
	Portfolio Documentation	
X	Bibliography	
	Media Materials	
	Format	
Supplementary Resource Material		

X	I	COMPETENCIES
	II	
	III	
	IV	
X	V	
X	VI	
X	Personal Capacities	
	Individualization	
	Academic/ Field Int.	
	Pre & Exit Appraisal	
	Portfolio Documentation	
	Bibliography	
	Media Materials	
	Format	
Supplementary Resource Material		

DOCUMENT 42.

Warner, D. From Where I Sit. Willimantic, Connecticut: The Child Development Associate Program, Eastern Connecticut State College, n.d., 60 pp. $2.00.

SUBJECT INDEX: Art. Conferencing skills. Equipment. Field trips. Learning centers. Parents. Rest. Scheduling. Staff. Supplementary Resource materials. Volunteers.

DESCRIPTION: The booklet, From Where I Sit, is used to stimulate critical thinking among the CDA interns at Eastern Connecticut State College regarding the many issues and questions related to early childhood education. The content focuses on 11 articles which the author presents in a straightforward and frank manner. This booklet represents a personal perspective based on the author's knowledge and experiences in the field of early childhood education. The articles are concerned with the following subjects:

1) On quality child care or what it's all about

2) On intake

3) On separation anxiety

4) On animation

5) On professionalism

6) On team teaching

7) On reading corners

8) On field trips

9) On rest and sleep

10) On art areas

11) On parents.

Included in the document are ideas and thoughts concerning: teacher-directed activities; a balance of activities; transportation; observation; free play; parent conferences and meetings; complaints and/or grievance committees; and accidents.

DOCUMENT 43.

	I	COMPETENCIES
X	II	
X	III	
	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

Rodgers. P. H. Developing and Learning Through Movement. El Paso, Texas: HSST/CDA, El Paso Community College, 1976, 61 pp. n.p.

SUBJECT INDEX: Body image. Cognitive. Creative dramatics. Equipment. Human development. Motor skills. Movement. Observation of behavior. Physical. Poetry. Rhythmic activity. Self-concept. Stages of development.

DESCRIPTION: Developing and Learning Through Movement includes eight units or modules for the CD 3202 course at El Paso Community College. It is designed to provide interns with content and activities conducive to competency in helping young children build strong and healthy bodies to support physical, emotional, intellectual, and creative growth. The primary focus is in Competency Area II, but content is also relevant to the Functional Area, self-concept, of Competency Area III.

The general objective is to direct and assist the intern in planning a well-rounded physical program. Specific objectives are to:

- Survey human biology as it relates to exercise of young children
- Show relationships between movement and self-concept
- Explore techniques and materials for movement activities
- Demonstrate methods of teaching fundamental and advanced movement skills to young children
- Use movement as part of the cognitive curriculum
- Help children explore the elements of movement.

Some learning activities which relate to specific application of the objectives are lecture/discussions of the topics; demonstrations of techniques for working with children in movement activities; observations of children and analyses of body movement and uses of equipment; role playing movement activities in class; and selection and assessment of equipment and materials.

The text required for the course is C. Cherry's Creative Movement for the Developing Child.

Several forms are included as guides for observation activities, checklists for children's physical performance, intern observation outlines, activities appraisal and equipment evaluation lists.

Instruments and activities for appraisal are also provided. The intern may pretest to exit out of modules through successful completion of a preview test and written appraisal assignment. The preview test sheets are included for each module.

DOCUMENT 44.

Duarte, J. Developmental Language Activities. El Paso, Texas: HSST/CDA, El Paso Community College, 1975, 74 pp. n.p.

SUBJECT INDEX: Bilingual. Communication. Culture. Language Listening activities. Spanish-speaking (language). Speech. Vocabulary.

DESCRIPTION: The document, Developmental Language Activities, was developed for the El Paso Community College course, CD 3104. The course is designed to supply the intern with skills in speaking and listening for the development of language in young children. The course assumes interns are bilingual; those having little or no mastery of Spanish will need special assistance.

Upon completion of the four course units or modules, the intern should have acquired mastery of the following goals:

- Competence in the use of informal situations and techniques appropriate to develop language of young children
- Knowledge of the dimensions, stages, principles, and functions of language and of the effects of bilingualism
- Competence in planning and implementing language development activities
- Competence in selecting long-range goals for teaching Spanish to young children.

Types of learning activities are varied and include lecture/discussions, readings, written activities, observation, preparation of materials for children, and audiovisual activities.

Additional instructional resources are necessary to complete the course and are referenced in the content. An "English Language Development Chart" is included as a learning aid.

Exit appraisal is based on the completion of the required learning activities. Field advisor observations are also part of the appraisal and "Language Observation Forms" are attached for these observations which evaluate how the intern functions with children in initiating and responding to conversation.

	I	COMPETENCIES
X	II	
	III	
	IV	
	V	
	VI	
	Personal Capacities	
	Individualization	
X	Academic/ Field Int.	
E	Pre & [✓ Exit] Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

DOCUMENT 45.

	I	COMPETENCIES
XX	II	
	III	
X	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

Rodgers, P. H. Exploratory and Environmental Activities. El Paso, Texas: HSST/CDA, El Paso Community College, 1976, 32 pp. n.p.

SUBJECT INDEX: Cognitive. Culture. Environment. Field trips. Mathematics. Piagetian tasks. Planning. Science. Social.

DESCRIPTION: Prepared for the El Paso Community College course, CD 3107, Exploratory and Environmental Activities is related to the content areas of natural and social sciences. Prerequisites are listed as CD 3101 (Psychology of the Preschool Child: An Introduction to Child Development, Document 47) and CD 3103 (Methods for Cognitive Development in the Preschool, Document 46).

The unit is organized in four modules which focus on:
1) Reviewing cognitive development

2) Planning and presenting children's activities on how people work and play, what they wear and how they live

3) Teaching pre-math skills and demonstrating skills in planning and presenting natural science experiences through field trips, experiments, and a science interest center.

Learning activities included are designed to increase understanding of content and develop such skills as:

- Developing a card file of activities suitable to a cognitively oriented curriculum

- Planning and carrying out three activities in which levels of representation are emphasized

- Observing children and recording experiences related to the seven basic science concepts.

Supplementary sheets include a log for science experiences, observation forms to note the child's awareness of the concepts of the course, and course handouts.

Additional readings required for content include H. Russell's text, Small World. Other resources are also suggested.

Interns may pretest by demonstrating competence in the specific module objectives, usually by written examination. Post-appraisal is made by field advisor evaluation of the intern's performance as it relates to the objectives stated in each module.

DOCUMENT 46.

Bode, J. Methods for Cognitive Development in the Preschool. El Paso, Texas: HSST/CDA, El Paso Community College, 1975, 58 pp. n.p.

	I	COMPETENCIES
X	II	
	III	
	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

SUBJECT INDEX: Child development theory and principles. Cognitive. Communication. Guiding children. Language. Observation of behavior. Perception. Piagetian tasks. Recording of behavior. Sensory learning. Stages of development. Vocabulary.

DESCRIPTION: The focus in Methods for Cognitive Development in the Preschool is upon the child's development of two cognitive capacities: Making connections between objects and events, and constructing mental representations of self and environment. The material combines nine modules used for the El Paso Community College course, CD 3103. The unit incorporates material prepared by High/Scope Educational Research Foundation at Ypsilanti, Michigan (authors: Banet, B., McClelland, D., Nederveld, P., Thompson, C., and Silverman, C.).

Course objectives specify that interns will be able to:

1) Recall the concepts of principles of development, landmarks of development, and ways a child learns by interacting with his environment

2) Carry out a series of cognitive learning experiences, teaching classification, seriation, spatial and temporal relations

3) Carry out cognitive learning experiences which lead to the ability to construct mental representations of self and environment.

Learning or "instructional" activities are presented as assignments that require the intern to master specific module objectives consistent with course goals:

1) Listing the principles of development

2) Designing and demonstrating an activity which teaches children to:

- Group objects by common characteristics
- Order objects by size, quality, or quantity
- Be aware of the relationship between their own bodies and other objects in space
- Understand and respond to time relationships

- Achieve a physical experience with real objects (e.g., peeling an orange)

- Use some part of a real object as a clue for identifying the whole object

- Perceive relationships between real objects and symbols for that object.

3) Describing the connection between objects and events in the "levels of representation."

Pretests and posttests are based on acceptable performance or lack of completion of the specified learning activities. Appraisal is determined by the field advisor's observation of the intern's performance.

Resource materials for the course are provided in the form of handouts, diagrams, and observation outlines.

DOCUMENT 47.

Duarte, J. Psychology of the Preschool Child: An Introduction to Child Development. El Paso, Texas: El Paso Community College, 1975, 93 pp. n.p. (1976 revisions by Jurado, S.)

SUBJECT INDEX: Child development theory and principles. Cognitive. Communication. Culture. Developmental tasks. Environment. Language. Motor skills. Physical. Self-concept. Social. Stages of development.

X	I	COMPETENCIES
X	II	
X	III	
X	IV	
	V	
	VI	
	Personal Capacities	
	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

DESCRIPTION: Psychology of the Preschool Child: An Introduction to Child Development is used in the course CD 3101, at El Paso Community College. It relates to Competency Areas I, II, III, and IV. The course is designed to supply basic knowledge in the theoretical background and practical implications of child development and to provide some familiarity with research findings. The five units or modules which comprise the document contain objectives, activities, and appraisal methods. Module content covers developmental principles and the growth of the child from neonate through preschool stages.

Areas in which the intern should develop competency during the course are identified in the objectives. The intern is expected to be able to:

- Recognize and utilize terms and concepts of child development
- Distinguish between and describe the major characteristics of the stages of child growth and development
- Identify and explain developmental principles.

Learning activities are concerned with the application of content in developing skills and knowledge consistent with the stated objectives. In order to demonstrate competency, the intern is to:

- Prepare developmental charts for stages of development
- Observe in various centers for characteristics of the environment.
- Develop familiarity with child development terms.

Worksheets are included along with references for supplementary resources necessary for course completion.

DOCUMENT 48.

X	I	COMPETENCIES
X	II	
X	III	
	IV	
X	V	
	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

Bode, J. Psychological Foundations of Early Childhood Education. El Paso, Texas: HSST/CDA, El Paso Community College, 1976, 37 pp. n.p.

SUBJECT INDEX: Communication. Emotions and feelings. Environment. Group management. Guiding children. Scheduling. Self-concept. Social. Social/emotional competence.

DESCRIPTION: Psychological Foundations of Early Childhood Education encompasses seven modules used at El Paso Community College for the course, CD 3102. The modules relate to Competency Areas I, II, III, and V, and to the Personal Capacities. Stated course goals include:

- Understanding and relating to the development of feelings in children
- Helping children learn to manage themselves in a group setting through the use of physical environment, routine, schedule, and set limits
- Acquiring competency in verbal and nonverbal communication
- Acquiring competency in the use of praise for building self-esteem.

Each module presents some content, goals, objectives, pretest and posttest activities intended to measure intern performance as it relates to the objectives and instructional activities carried out in class, the home, and the center. Examples of activities include observing specific behaviors of children relevant to self-concept or limits; reading articles such as H. Ginott's "Some Sources of Anxiety in Children," Between Parent and Child, pp. 169-173; and planning activities for children directed at awareness and understanding of feelings.

Individualization is accommodated through the use of a pretest given upon the intern's request to determine if he/she already knows the material presented in the module.

The pretest and posttest, or appraisal items, are incorporated into the learning activities through readings, field visits, observations, role playing, discussions, and written assignments. For example, the intern is asked to:

1) Compile three lists of behavior limits and to justify the limits according to listed content criteria

2) Describe activities used to help children express emotions constructively.

Instructional resources presented in the module are required for completion of the course but are not included in the materials.

DOCUMENT 49.

Hamilton, J., Hayes, N., and Penman, J. Guidelines for CDA Trainers. (Fawcett, T., ed.) Fall River, Massachusetts: The Fall River Child Development Associate Training Program, n.d., 40 pp. n.p.

	I	COMPETENCIES
	II	
	III	
	IV	
	V	
	VI	
X	Personal Capacities	
	Individualization	
	Academic/ Field Int.	
	Pre & Exit Appraisal	
	Portfolio Documentation	
	Bibliography	
	Media Materials	
	Format	
Guide		

SUBJECT INDEX: Communication. Conferencing skills. Interpersonal relationships. Interviewing. Observation of behavior. Planning. Recording of behavior. Reinforcement. Self-evaluation. Supplementary resource materials.

DESCRIPTION: The booklet, Guidelines for CDA Trainers, is designed to provide the field advisor with the skills and techniques necessary to assist the intern in acquiring the level of competence needed for a successful final CDA assessment. This guide is the result of the accounts, methods, and experiences of the field advisors who participated in the Fall River CDA Pilot Program.

The content of this document is divided into four sections:

1) The Program. This section provides a brief overview of how the national CDA program originated; the establishment of the Child Development Associate Consortium, its functions, and a listing of the CDA Competency and Functional Areas; and, an analysis of the concept of competency-based education.

2) Who is Involved in CDA Training. Included in this section are: the qualifications of a CDA candidate, and a field advisor; and the role and responsibilities of a field advisor.

3) Trainer Competencies. A list of statements is presented representing the overall philosophy of the Fall River CDA Program; and the following field advisor competencies:

- To listen and respond with empathy, trust, and concreteness
- To use principles of encouragement and positive reinforcement effectively to foster growth and self-confidence
- To appraise candidate characteristics at entry level
- To develop individualized training plans for candidates
- To observe teaching incidents as objectively as possible
- To plan and carry out effective conferences
- To assist the candidate in developing a portfolio.

A separate section is written on each of the competencies.

4) When Training is Completed. This section focuses on the final CDA assessment: Composition of the local assessment team, the application process, the roles of the LAT members, and the LAT meeting.

Included in the document is a hypothetical comparison of training plans for two CDA candidates.

DOCUMENT 50.

Chang, A. Observing Children. Experimental Revised Edition. (Fawcett, T., ed.) Fall River, Massachusetts: The Fall River Child Development Associate Training Program, 1976, 40 pp. n.p.

	I	COMPETENCIES
	II	
	III	
	IV	
	V	
X	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
E	Pre & [✓ Exit] Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

SUBJECT INDEX: Observation of behavior. Recording of behavior. Recordkeeping. Staff.

DESCRIPTION: The module, Observing Children, is designed to provide the intern with skills in making observations on the growth and development of individual children and changes in group behavior. The intern is expected to share this information with other staff involved in the program. The content of this module is divided into two parts:

- Part One is for the field advisor to use in appraising the competence of the intern in observing children
- Part Two is to be utilized by the intern for observing children.

The intern is also provided with information on why children should be observed, how to use the observation, and how to make professional use of observations. Techniques used for direct observations or time samples, and methods for keeping anecdotal records are also discussed.

Completion of this module requires the intern to submit five written observations of individual children. Each observation should last about 10 to 15 minutes. The intern uses the direct observation forms supplied in the document, as well as ten anecdotal records of individual children collected over a period of time.

Included in the document are all the necessary forms, sample observations using both direct observation and anecdotal recording techniques, and a bibliography.

DOCUMENT 51.

Chang, A. Curriculum Planning. Revised Edition. Fall River, Massachusetts: The Child Development Associate Training Program, 1976, 41 pp. n.p.

	I	COMPETENCIES
	II	
	III	
	IV	
	V	
X	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

SUBJECT INDEX: Creative materials and activities. Curriculum. Equipment. Goals. Group management. Lesson plans. Observation of behavior. Room arrangement. Self-evaluation. Staff.

DESCRIPTION: The module, Curriculum Planning, is a management module designed to assist the intern in planning and developing activities based on the developmental level of the children. The content of this document focuses on:

- Establishing goals
- Selecting a theme
- Planning for group and independent activities
- Planning for transition periods
- Selecting appropriate materials and equipment
- Designing the space
- Setting limits
- Conducting an evaluation.

The learning activities include:

1) Writing goals for children
2) Describing the method used for observing and recording the developmental growth of each child
3) Writing activities related to a theme
4) Writing lesson plans

Included in the document are forms, guides for evaluating activities, and resource information for supplemental reading.

DOCUMENT 52.

Stuart, D.J. California Instructional Manual for CDA Portfolio. San Francisco, California: Far West Laboratory for Educational Research and Development, 1976, 47 pp. n.p.

X	I	COMPETENCIES
X	II	
X	III	
X	IV	
X	V	
X	VI	
X	Personal Capacities	
X	Individualization	
	Academic/ Field Int.	
X	Pre & Exit Appraisal	
	Portfolio Documentation	
	Bibliography	
	Media Materials	
	Format	
Manual		

SUBJECT INDEX: Cognitive. Creative. Environment. Group management. Healthy. Home/center. Individual strength. Language. Physical. Safe. Self-concept. Social. Staff. Supplementary resource materials.

DESCRIPTION: The purpose of this module is to help the intern understand the CDA's role, and to understand and interpret the Competencies, Functional Areas, and organizers. When the assignments in the module have been completed, the intern should be able to do the following:

1) Define the role of the CDA

2) List the six Competency Areas

3) List the 13 Functional Areas

4) List several organizers in each Functional Area.

Detailed definitions are provided in the manual for the Competency and Functional Areas. The intern must respond to questions on the definitions as he/she uses the manual. The exercises ensure the full understanding of the intern as he/she moves from level to level. As the exercises are completed, the intern prepares a portfolio of his/her activities and experiences with children. The materials included in the portfolio should reflect the intern's performance in all 13 Functional Areas. These materials might consist of such items as:

- Curriculum material
- Evaluation techniques
- Training session materials
- Diagrams of room arrangement.

DOCUMENT 53.

Uribe, O., Jr. and Martinez, J. S. Analyzing Children's Books from a Chicano Perspective. San Francisco, California: Far West Laboratory for Educational Research and Development, 1975, 106 pp. n.p.

	I	COMPETENCIES
	II	
	III	
	IV	
X	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
E	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

SUBJECT INDEX: Bilingual. Books. Communication. Culture. Self-concept. Spanish-speaking. Values. Vocabulary.

DESCRIPTION: This module, Analyzing Children's Books from a Chicano Perspective, is designed primarily for interns who work with Chicanitos*, but the material may also prove valuable for any adult working with young children in any learning situation. The objective of the module is to help the intern gain experience in analyzing and evaluating books used by the Chicanito.

After completing the training described in the module, the intern should be able to:

1) Analyze and evaluate book content and select books with cultural veracity

2) Analyze and evaluate supplemantary materials that: reflect the Chicanito's life style, support and develop the Chicanito's self-concept, and create sensitivity to Chicanos among non-Chicanos

3) Expand his/her own knowledge about the Chicano culture and life style.

Written examples of stereotypical and demeaning statements about the Chicanos are presented. The intern is asked to analyze each statement and evaluate it to see what is wrong with the statement and what indicators it illustrates. The written examples concern the cultural customs, ethnic background, physical appearance, home life, and eating habits of the Chicanito.

Detailed bibliographies are provided throughout. They include articles and texts on children's literature and reading as well as fictional and historical works. Guidelines are provided to help the intern appraise the historical and cultural accuracy of the literature.

*Chicanito is a young child of Mexican-American heritage.

DOCUMENT 54.

Gilbert, B. L. and Frinzer, W. F. Developing Children's Sense Perception: Preschool - Third Grade. San Francisco, California: Far West Laboratory for Educational Research and Development, 1975, 95 pp. n.p.

	I	COMPETENCIES
X	II	
	III	
X	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
E	Pre & [✓ Exit] Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

SUBJECT INDEX: Cognitive. Learning theory. Listening activities. Observation of behavior. Perception. Piagetian tasks. Recording of behavior. Sensory learning.

DESCRIPTION: Developing Children's Sense Perception: Preschool - Third Grade is a learner's guide for the teacher of young children. It is intended to help the intern teacher:

- Plan and carry out a program of sense experiences for children
- Identify and extend the cognitive development that occurs through children's sense experience.

One of the chief goals of this module is to develop the intern's ability to diagnose the child's conceptual use of sense, particularly in the areas of:

- Observing
- Naming
- Matching
- Sorting
- Grouping
- Ordering
- Classifying
- "Wanting to know about."

The guide is designed as a competency-based learning unit. The chapters each contain a set of objectives at the beginning and related exercises for demonstrating competency at the end. Emphasis is placed on the intern's developing the ability to design his/her own lists of sense words, behavioral objectives checklists, diagnostic procedures, and sense experiences to be used with the children in the classroom. Sense perception is treated in the following order: touch, smell and taste, hearing, and sight.

The bibliography provided at the end lists texts on visual thinking, attribute games and problems, the teaching of deaf children, and educational theory.

DOCUMENT 55.

Taylor, J., et. al. Enriching Literature Experiences of Children. San Francisco, California: Far West Laboratory for Educational Research and Development, 1975, 169 pp. n.p.

	I	COMPETENCIES
X	II	
X	III	
X	IV	
X	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/Field Int.	
E	Pre & [✓ Exit] Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

SUBJECT INDEX: Books. Cognitive. Language Listening activities. Reading readiness. Roles. Self-concept. Storytelling.

DESCRIPTION: This module, Enriching Literature Experiences of Children, focuses on selecting books for children, developing classroom reading plans, and applying guidelines for facilitating literature experiences. Instructions on how to become familiar with children's literature are given. This process involves making lists of one's own favorites, asking children for the names of their favorites, and evaluating the books on the list. Books may be selected for their value in:

- Promoting self-esteem
- Relating to a specific group of children
- Representing a mutually respectful world view of people.

Sample lesson plans for using children's literature are presented. The module includes a detailed discussion of the overall value of literature, its possibilities, and ways of using it for the self-enhancement of children. Reading is viewed as a pleasure, a means of satisfying children's desire for information, a way of influencing personal-social growth, and a stimulus for children's writing about their joys, fears, and problems.

The bibliography contains texts on the teaching of literature, the impact of reading, and the planning of literature programs.

DOCUMENT 56.

Brown, J. Managing the Preschool Classroom: Preschool-Third Grade. San Francisco, California: Far West Laboratory for Educational Research and Development, 1975, 89 pp. n.p.

SUBJECT INDEX: Administration and management. Guiding children. Observation of behavior. Room arrangement. Scheduling.

DESCRIPTION: This learning unit, Managing the Preschool Classroom: Preschool - Third Grade, is designed to be used by an individual, or in a group setting with an instructor. The objectives of the unit are to train the intern in:

1) Grouping class activities for efficient classroom management

2) Listing criteria for the development of classroom rules and limits

3) Developing good general ground rules and area units for the classroom

4) Developing a daily class plan

5) Arranging classroom materials systematically

6) Extending and adapting classroom materials to better meet the needs of children.

Diagrams of possible classroom arrangements are provided and general guidelines given for working more effectively with children. These guidelines are concerned with explaining rules and limits to children so that they understand what is expected of them and become more independent in the classroom.

X	I	COMPETENCIES
	II	
	III	
XX	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
E	Pre & Exit Appraisal	
X	Portfolio Documentation	
	Bibliography	
	Media Materials	
C	Format	

DOCUMENT 57.

Yinger, T., et al. Problem Solving with Children. San Francisco, California: Far West Laboratory for Educational Research and Development, 1975, 93 pp. n.p.

	I	COMPETENCIES
X	II	
XX	III	
X	IV	
	V	
	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

SUBJECT INDEX: Cognitive. Individual Strength. Self-concept. Social. Social/emotional competence.

DESCRIPTION: The focus of Problem Solving with Children is on training interns in the skills that will allow them to help children assume more responsibility for their own problem solving and learning.

A problem is viewed here as an opportunity to learn. The purpose of this module is to acquaint interns with the potential of problem solving as a learning experience and to help them use some typical classroom problems in a constructive manner. Instructions are given for defining problems as cognitive, personal, and/or social. Guidelines for handling each type of problem are provided.

The general stages of problem solving are as follows:

- Identification
- Clarification
- Creation of ideas
- Implementation of ideas
- Examination of results.

Interns may help children become responsible for their own actions by:

- Tuning in, listening (assessing problem)
- Drawing the children out by paraphrasing and questioning them to help them clarify viewpoints
- Guiding and supporting development of children's creative ideas (solutions to problems).

The bibliography of supplementary materials lists texts on human development, parent effectiveness, creative behavior, and psychology.

DOCUMENT 58.

Lewis, F.N. Selecting Children's Books with a Black Perspective: Preschool - Third Grade. San Francisco, California: Far West Laboratory for Educational Research and Development, 1975, 220 pp. n.p.

SUBJECT INDEX: Blacks. Body image. Books. Environment. Perception. Self-concept.

DESCRIPTION: Selecting Children's Books with a Black Perspective is designed to help the intern:

1) Understand the importance of judging books for their inclusion of the Black experience

2) Be sensitive to the signficance of including in any classroom those materials that relate to Black experience and culture

3) Develop skills in analyzing the illustrations and written content of children's books in terms of the Black perspective and historical Black experience.

The lessions in the text concentrate on methods of analyzing illustrations reflecting Black people, on evaluating the Black experience (personal life and ethnic group realities, cultural categories), and on analyzing children's literature for its historical accuracy about Black people. Exercises are provided for each type of analysis and evaluation. Specific techniques are suggested for analyzing books. These include:

- Counting the illustrations that portray Black people
- Determining how often Blacks appear as central characters
- Judging whether the facial and bodily expressions of the characters appear compatible with the story situation
- Determining whether the book is demeaning to or stereotypes Black people
- Appraising the historical content for accuracy.

Sample evaluation sheets and checklists are provided to aid in the literature analysis. A number of works of fiction, written for young children and containing Black characters, are reviewed for their strengths and weaknesses.

	I	COMPETENCIES
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	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
E	Pre & [✓ Exit] Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

The very extensive bibliography provided at the end of this text lists books about Black people for children, books about Africa for children, and books about African and American history for adults. Texts on race awareness, social psychology, and the treatment of minorities in secondary textbooks are included.

DOCUMENT 59.

Biestman, M. S. Teaching Children to Integrate Language Experiences: Preschool - Third Grade. San Francisco, California: Far West Laboratory for Educational Research and Development, 1975, 235 pp. n.p.

SUBJECT INDEX: Adult-child interaction. Art. Communication. Creative. Dance. Games. Language. Movement. Music. Observation of behavior. Reading readiness. Recording of behavior. Self-concept. Storytelling.

DESCRIPTION: Teaching Children to Integrate Language Experiences is designed to help the intern use children's own classroom experiences in listening, fantasy, movement, or art to teach language skills. The term "language skills" refers to any skill in the following verbal or non-verbal communication media:

- Prereading and reading
- Oral language (speaking)
- Written language (creative writing)
- Art
- Movement or dance
- Music
- Drama.

The module is divided into four sections. Part I is a discussion of listening skills. The intern is given instructions on such topics as how to take children on listening walks and how to use mirrors so that children can watch themselves making sounds. Part II concentrates on fantasy, movement, and art. The children are expected to gain in language skills as they express their fantasies in art, dance, and words. Part III shows how language skills in children may be enriched by encouraging them to portray their families in art, oral or written language. In Part IV, the intern is shown how children's language experience may be integrated with spontaneous play. Children are asked to draw and verbally describe themselves in a play situation.

The module contains a resource booklet describing games and classroom plans that should help the intern in teaching children to integrate their language experience. A bibliography lists texts on language, reading, and creative behavior.

	I	COMPETENCIES
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X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

DOCUMENT 60.

Nimnicht, G., et al. Using Toys and Games with Children: Preschool - Third Grade. San Francisco, California: Far West Laboratory for Educational Research and Development, 1975, 238 pp. n.p.

X	I	COMPETENCIES
X	II	
X	III	
	IV	
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	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
E	Pre & [✓ Exit] Appraisal	
X	Portfolio Documentation	
	Bibliography	
	Media Materials	
ISC	Format	

SUBJECT INDEX: Adult-child interaction. Equipment. Games Language. Play. Self-concept. Skill teaching. Toys.

DESCRIPTION: The objectives of the module, Using Toys and Games with Children: Preschool - Third Grade, are to enable the intern to:

- Use toys and activities to help children learn skills and concepts
- Use precise language in talking with young children
- Help children build positive self-images
- Recognize and build upon spontaneous learning experiences.

Materials needed to complete training include a film entitled "Learning and Growing and Learning," plus several filmstrips, audio cassette tapes, and basic toys from the General Learning Corporation. The toys include sound cans, blocks, and puzzles. Games include card (discovery) games, rubber stamp (word) games, and sequence (logic) games.

The module is organized into activity and learning outlines which give the intern specific procedures to be followed in guiding the children. The outlines include instructions for introducing a new toy or game to a child, helping the child understand and play with the toy or game, and ending the play situation. Questions to ask the child about what he/she has learned are provided.

DOCUMENT 61.

Brown, J. Understanding Children's Play Through Observation. San Francisco, California: Far West Laboratory for Educational Research and Development, 1974, 97 pp. n.p.

SUBJECT INDEX: Clay. Dramatic play. Equipment. Games. Manipulative materials. Observation of behavior. Outdoor play. Play. Sand. Toys. Water play.

DESCRIPTION: The chief focus of Understanding Children's Play Through Observation is on helping the intern to determine which behavior role he/she should exhibit in relation to a particular play situation. The objectives of the unit are to enable the intern to:

1) Understand why play is important for a child's growth and development

2) Write an objective observation of a child's play activity

3) Determine when to provide additional resources (materials) for increasing children's play learning opportunities

4) Determine when to intervene to extend or adapt play to promote learning

5) Create a classroom environment that will promote play focusing on a set of objectives

6) Determine when to participate as a co-player and when to redirect the play situation.

Guidelines are provided for observing and recording a child's play behavior. They include determining what type of behavior to look for, observing the child at various times and in various activities and situations, describing exactly what the child is doing and saying, and setting up an observation schedule.

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X	Individualization	
X	Academic/ Field Int.	
	Pre & Exit Appraisal	
X	Portfolio Documentation	
	Bibliography	
	Media Materials	
ISC	Format	

DOCUMENT 62.

Alward, K. R. and Ruff, F. K. Working with Children's Concepts: Preschool - Third Grade. San Francisco, California: Far West Laboratory for Educational Research and Development, 1975, 122 pp. n.p.

	I	COMPETENCIES
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X	III	
X	IV	
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	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

SUBJECT INDEX: Cognitive. Developmental tasks. Perception. Piagetian tasks. Skill teaching. Stages of development. Values.

DESCRIPTION: Working with Children's Concepts is designed to teach the intern what concepts are, how they develop, and how children's concepts are different at different stages. The content deals with the following topics:

- Characteristics of concepts
- Organization of concepts
- Improvement of concept organization with mental development
- Influence of interest on concept formation
- Guidelines for educational practice that support conceptual growth.

Concepts are viewed here as what the individual thinks and knows. Piagetian theory has it that children think in a different way than adults. The focus of this module is not on teaching children what the adult thinks they should know but, rather, on helping children acquire and extend concepts of interest to them. Activities and instructions are presented for discovering a child's concepts and his/her methods of reasoning. The child's concept of mother and shape is explored.

The bibliography lists books, articles, films and videotapes concerning children's development and Piagetian theory.

DOCUMENT 63.

Dranoff, S. Affective Training for the Child Development Associate Candidate: A Manual for CDA Trainers. Glassboro New Jersey: Glassboro State College, 1976, 24 pp. $1.00.

SUBJECT INDEX: Adult-child interaction. Communication. Defense mechanisms. Emotions and feelings. Human development. Interpersonal relationships. Perception. Psychological needs. Self-concept. Self-evaluation. Social/emotional competence. Supplementary resource materials.

DESCRIPTION: Affective Training for the Child Development Associate Candidate: A Manual for CDA Trainers focuses on the area, "Knowing Yourself." The goal is to provide field advisors with a framework useful in exposing and sensitizing interns to the need for exploring their own feelings.

The activities are consistent with this goal and are intended for use with individuals or groups of interns. The intern develops competence so that he/she is able to:

- Demonstrate the ease individuals have in writing about a socially accepted role and the difficulty encountered in expressing personal feelings
- Demonstrate the difficulty involved in sharing personal feelings in a group
- Demonstrate how a person feels when someone does not accept his/her feelings
- Demonstrate that feelings of anger, fear, and bad moods are common
- Demonstrate increasing self-disclosure of feelings
- Explain the concepts of self-esteem, self-confidence, and self-reliance, and how the atmosphere created by others affects one's own self-esteem
- Discuss the psychoanalytic, humanistic, and behavioristic views of personality.

Activities are presented in outline form with specific instructions and directions for the field advisor describing purpose, setting, materials, and procedure.

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	Individualization	
	Academic/ Field Int.	
	Pre & Exit Appraisal	
	Portfolio Documentation	
	Bibliography	
	Media Materials	
	Format	
Manual		

Some materials and additional resources are necessary to complete the activities. References are included in the bibliography. A one-item multiple choice questionnaire and a script are appended for activity resource use.

Evaluation/appraisal is determined by measuring behavioral changes through observation and self-reports. The field advisors are directed to perform pre- and post-observations of the interns. A structural questionnaire is also appended to reflect the changes perceived by the intern as a result of his/her training.

DOCUMENT 64.

Van Auken, S. Intellectual Growth. CDA Training Packet. Ames, Iowa: Head Start State Training Office, Iowa State University, n.d., 77 pp. $3.00.

Accompanying materials include:

1) Educational Supervisor's Guide. 2 pp.

2) Trainee's Workbook. 53 pp.

SUBJECT INDEX: Child development theory and principles. Cognitive. Creative. Creative materials and activities. Curriculum. Dramatic play. Environment. Equipment. Human development. Lesson plans. Observation of behavior. Physical. Piagetian tasks. Play. Sensory learning. Stages of development.

	I	COMPETENCIES
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	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
E	Pre & [✓ Exit] Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

DESCRIPTION: The CDA training packet, Intellectual Growth, focuses on seven organizers in CDA Competency Area II which concern advancement of intellectual competence by:

- Providing materials, activities, and experiences which promote various aspects of intellectual development
- Providing for and supporting expressive activities
- Supporting and developing the play impulse
- Providing a balance in types of materials and activities.

With the exception of a chapter on intellectual development in a child development textbook, all content for this packet is contained in the Trainee's Reader. An introductory section requires reading of the textbook to provide background and understanding of the theory and stages of intellectual growth and development. Also included is a discussion of play as a basis for intellectual growth and an explanation of Piaget's theory of intellectual development.

The intern and field advisor must meet for discussion to ensure understanding of the basics of intellectual development.

Part I of the Reader includes a detailed explanation of each of the objectives for intellectual growth. The objectives are to:

1) Keep curiosity alive and healthy

2) Be able to gain mastery

3) Learn to approach problem solving creatively

4) Learn how to make choices

5) Continue to (or learn to) creatively symbolize without standards or realistic representation being imposed

6) Have a well developed play impulse

7) Explore actively and experiment in the environment

8) Feel free to question

9) Organize experience in terms of relationships.

There are explanations and examples of 11 specific relationships including classes of objects, comparative size, orientation in space, origins, causality, etc.

In the Trainee's Workbook, there are learning exercises for each objective and each relationship. The intern should read each explanation and complete the exercise before reading further in the material. A major part of the learning activities in this section involve observations.

After Part I is completed, the field advisor evaluates exercises in the Workbook and discusses with the intern various objectives for intellectual growth.

Part II, "How to Achieve the Objectives," deals with in-depth planning for intellectual growth and how to implement the plans. There are sections which cover:

- Materials
- Activities
- Ways teachers can stimulate intellectual growth.

The last section is a discussion of attitudes, questioning techniques, verbal stimulation, one-to-one interaction, and children's expression. Learning exercises follow each short section and involve the intern in looking at classroom equipment and materials and planning activities to stimulate intellectual growth.

The final activity takes an overall approach to the evaluation of a day's activities in terms of everything that has been mentioned in the packet. The intern fills out a grid, evaluating each activity separately; the grid is then evaluated as a whole. Instructions and forms are provided.

The Educational Supervisor's Guide suggests several discussions between the intern and field advisor during the completion of this part of the packet.

The Workbook concludes with a self-evaluation checklist and a bibliography.

DOCUMENT 65.

Van Auken, S. Physical and Motor Development. CDA Training Packet B-2. Ames, Iowa: Head Start State Training Office, Iowa State University, n.d., 27 pp. $1.56. Accompanying materials include:

1) General Outline of Training Packet B-2. 1 p.

2) General Readings. 39 pp.

3) Trainee's Workbook. 22 pp.

	I	COMPETENCIES
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	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
E	Pre & [✓ Exit] Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

SUBJECT INDEX: Child development theory and principles. Children with special needs. Developmental tasks. Evaluation of children. Motor skills. Perceptual-motor development. Physical. Self-evaluation. Sensory learning. Stages of development.

DESCRIPTION: This self-contained training packet, Physical and Motor Development, focuses on the organizer in the CDA Competency Area II which states that the CDA will recognize and provide for the young child's basic impulse to explore the physical environment and master the problems that require skillful body coordination.

The Trainee's Reader lists objectives; content is covered in the following sections:

- Your feelings
- Physical and motor development
- Exploration and learning
- Activities
- Children's feelings.

After reading each section, the intern is referred to a learning exercise in the Trainee's Workbook. These activities include a self-evaluation, observing children for levels of physical and motor development, completing a checklist of motor development on one child, planning activities involving the use of equipment, planning ways to make children feel good about developing motor skills, and planning for children with physical defects.

At one point, the intern is required to read the accompanying General Readings which provide background information on physical and motor development in the preschool child. Material is adapted from chapters in E.B. Hurlock's Child Development covering growth cycles, body size, physical defects, effects of illness, motor development, causes of awkwardness, development of handedness, etc. An outline for notetaking is included in the Trainee's Workbook, which also contains a bibliography.

It is recommended that each exercise be discussed with the field advisor before proceeding to the next section. After completing the exercises in the packet, the field advisor and intern should discuss the objectives and evaluate competence.

DOCUMENT 66.

Van Auken, S. People, Places and Things in the Children's Learning Environment; Things to Do and Things to Learn. CDA Training Packet. Ames, Iowa: Head Start State Training Office, Iowa State University, n.d., 41 pp. $3.00.

Accompanying material includes Trainee's Workbook. 21 pp.

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	Personal Capacities	
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X	Academic/ Field Int.	
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X	Portfolio Documentation	
	Bibliography	
	Media Materials	
C	Format	

SUBJECT INDEX: Books. Cognitive. Community. Cooking activities. Curriculum. Dramatic play. Environment. Equipment. Field trips. Learning centers. Planning. Science. Social studies.

DESCRIPTION: This self-contained training packet focuses on three organizers in CDA Competency Area II:

1) Increase knowledge of things in the children's world by stimulating observation and providing for manipulative-constructive activities

2) Extend children's knowledge, through direct and vicarious experience, of how things work, of what animals and plants need to live, of basic work processes necessary for everyday living

3) Acquaint children with the people who keep things functioning in their immediate environment.

Content for this packet is covered in Things to Do and Things to Learn. After reading each section, the intern is referred to learning exercises in the Trainee's Workbook. This booklet, which contains an outline to help the intern keep notes and space for completion of each activity, can be used by the intern for future reference.

Processes for expanding the intern's abilities and knowledge include:

- Finding learning possibilities in usual occurrences
- Expanding the learning environment by locating interesting things, places, and people outside the center
- Looking for clues from children to determine what their interests are.

A section on "Things to Do" discusses direct and vicarious experiences with special guides for planning and followup of field trips, walks, visitors to the classroom, and use of books and stories, films and filmstrips. Attention is given to the importance of teacher interaction to stimulate and increase learning. (Reference is made to the packet on Intellectual and Creative Development.)

The section on "Things to Learn" provides descriptions and ideas for classroom activities and materials to be used in learning about: people and their jobs, how things work, what animals need to live, what plants need to live, and basic work processes needed for everyday living.

Activities integrate content with field experiences by involving the intern in planning, acquiring materials, and implementing each activity discussed.

Criteria for exit appraisal are not stated but it is recommended that each exercise be discussed and evaluated with the field advisor before proceeding to the next.

DOCUMENT 67.

Van Auken, S. Room Arrangement. CDA Training Packet. Ames, Iowa: Head Start State Training Office, Iowa State University, n.d., 37 pp. $1.95.

X	I	COMPETENCIES
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	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
E	Pre & [✓ Exit] Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

SUBJECT INDEX: Environment. Equipment. Furniture. Room arrangement. Safe.

DESCRIPTION: Iowa State University materials are in the form of educational packets and include all essentials for completion. The major document is the module listed in the bibliographic reference after which accompanying materials are listed:

1) Handbook for Educational Supervisors. 5 pp.

2) Trainee's Workbook. 20 pp.

This self-contained training packet, Room Arrangement, focuses on four organizers in CDA Competency Area I which concern planning, organizing, and arranging the learning environment.

Content for this packet is covered in the Trainee's Reader which has a small booklet for each learning objective. The learning objectives concern:

- Room arrangement
- Creating functional play areas
- Arranging the setting to allow for active movement and quiet pursuits
- Creating a workable traffic pattern
- Encouraging responsibility in children
- Total picture.

After reading each booklet, the intern is referred to exercises in the Trainee's Workbook which contains space to answer questions, graph paper for scale drawings, and drawings of room arrangements for evaluation. These learning exercises integrate content with field experience by involving the intern in evaluating his/her own classroom in terms of the objectives and demonstrating an awareness of the child's point of view, levels of physical development, aspects that influence room arrangement, equipment, storage, and planning for outdoor space. It is recommended that each exercise be discussed with the field advisor before proceeding to the next objective.

Criteria for exit appraisal are not stated; however, the final three exercises to be completed and discussed with the field advisor require an understanding and consideration of all content covered.

The sixth booklet, The Total Picture, concludes with a bibliography.

The Handbook for Educational Supervisors includes a listing of the Organizers related to this training packet, recommendations for the field advisor, and the main points of each learning exercise to be considered when discussing the intern's work.

DOCUMENT 68.

Culler, C. Communicating with Parents. CDA Training Packet E-2. Ames, Iowa: Head Start State Training Office, Iowa State University, n.d., 41 pp. $2.80.

Accompanying materials include:

1) Audio cassette

2) Education Coordinator's Handbook. 4 pp.

3) Trainee's Workbook. 10 pp.

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X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
AC	Media Materials	
C	Format	

SUBJECT INDEX: Communication. Home center. Interpersonal relationships. Parents. Personal capacities. Planning. Self-concept. Self-evaluation. Staff.

DESCRIPTION: This self-contained training packet, Communicating with Parents, focuses on one organizer in CDA Competency Area V: Establish relationships with parents that facilitate the free flow of information about their children's lives inside and outside the center.

The packet is divided into three main parts which correspond to the basic components of communication:

- The sender-receiver - establishing a relationship with parents
- The message - becoming acquainted with the center's parent policy
- A way to transfer the message - informal and formal methods.

Content in the Trainee's Reader is coordinated with instructions and skits presented on a cassette tape. After reading and listening to a discussion about the complexity of the communication process, the intern is referred to the Trainee's Workbook to complete a "Communication know how" form which serves as a pre-appraisal.

The first section explains and gives examples of positive responses, positive strokes, and nonverbal communication. Activities involve the intern in keeping a record of responses and nonverbal cues received and given, and in evaluating and looking for ways to make parents more at ease in the center and classroom.

The next section includes a detailed questionnaire to be filled out by the intern about the center's parent policies. It is suggested that policies be established where none exist. The intern makes written responses to several skits on the tape.

The final section describes formal and informal ways of conveying information to parents and involves the intern in identifying personal short-term and long-term goals for communication with parents. There is a list of special techniques to elicit responses from parents and a list of guidelines entitled, "Be a Better Listener."

As a final exercise, the intern is asked to complete again the "communication know how" form and to note personal growth and learning. The Trainee's Reader concludes with additional exercises and a bibliography.

The Education Coordinator's Handbook contains suggestions for discussion with the intern about various topics in the training packet.

DOCUMENT 69.

Van Auken, S. Supplementary Responsibilities of the Preschool Teacher. CDA Training Packet. Ames, Iowa: Head Start State Training Office, Iowa State University, 1976, 35 pp. n.p.

	I	COMPETENCIES
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X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
E	Pre & [✓ Exit] Appraisal	
X	Portfolio Documentation	
	Bibliography	
	Media Materials	
C	Format	

SUBJECT INDEX: Interpersonal relationships. Observation of behavior. Parents. Planning. Recordkeeping. Self-evaluation. Staff.

DESCRIPTION: This self-contained training packet focuses on CDA Competency Area VI which states that the CDA is to carry out supplementary responsibilities related to children's programs.

The purpose of this packet is to acquaint the intern with three responsibilities in this CDA Competency Area:

1) Improving staff relations and cooperative planning

2) Recordkeeping

3) Learning more and improving as a teacher.

Content for the packet is found in the Reader which has been divided into three parts.

Part A stresses the importance of good staff relations. The Workbook contains a checklist for the intern to use in considering his/her personal feelings and feelings about the center. Specific skills are described to deal with personality conflicts, giving and soliciting feedback, being open and honest, and offering help, assistance, and support. Learning exercises give the intern an opportunity to practice these skills. It is suggested that the intern repeat some of these exercises several times. Attention is also given to cooperative planning, outlining the purposes, and suggesting ways for the intern to promote cooperative planning in the center.

Part B provides information about recordkeeping:

- Importance of recordkeeping
- Appropriate use of information
- Types of records.

Learning activities help the intern become familiar with the center's records and with keeping various kinds of records. An appendix in the Workbook includes an explanation of observational techniques and examples of forms discussed.

Part C deals with the importance of personal growth and development in organizing a better program for children. Ways to help teachers improve and grow are included.

A section on self-evaluation concludes the Workbook.

DOCUMENT 70.

X	I	COMPETENCIES
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X	Individualization	
X	Academic/ Field Int.	
P	[✓ Pre] & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
I	Format	

Moore, J. and Powell, V. Child Development Associate Training Program. West Point, Mississippi: Mary Holmes College, n.d., 41 pp. $12.00

Accompanying Materials:

Module I: Set Up and Maintain a Safe and Healthy Learning Environment

Module II: Advances Physical and Intellectual Competence

Module III: Builds Positive Self-Concept and Individual Strength

Module IV: Organizes and Sustains the Positive Functioning of Children and Adults in a Group Environment

Module V: Brings About Optimal Coordination of Home and Center Child-Rearing Practices and Expectations

Module VI: Carries Out Supplementary Responsibilities Related to Children's Programs

Handouts, Case Study

SUBJECT INDEX: Adult modeling. Art. Cognitive. Conferencing skills. Creative. Environment. Evaluation of children. Games. Goals. Healthy. Home/center. Individual differences. Individual strength. Language. Lesson plans. Motor skills. Observation of behavior. Parents. Recording of behavior. Safe. Scheduling. Self-concept. Staff. Toys.

DESCRIPTION: The booklet, Child Development Associate Training Program, contains six modules, one for each of the Competency Areas. Each module follows the same format of listing performance objectives, suggested activities, and the course title and number to which the module relates. The content of each module focuses primarily on providing the intern with instructions for completing the assigned field work or learning activities which include:

1) Examining and evaluating some children's toys

2) Drawing a floor plan for the center indicating suitable places for various work centers, supplies, storage, and other necessary facilities

3) Demonstrating/describing methods or activities used in the classroom to aid children in experiencing, understanding, appreciating people, songs, etc. of different cultural backgrounds

4) Demonstrating how to direct children toward a recognition of the need for certain rules and limits

5) Explaining procedures used in the center for ordering/purchasing new equipment, supplies, and teaching materials

6) Setting up an instructional guide

7) Listing ideas and suggestions obtained from other staff members used in implementing the program.

Upon completion of a module, the intern is required to visit with the field advisor for the post-appraisal which is an oral examination.

Included at the end of each module is a bibliography of supplemental and required reading. The handout section includes:

- Scott, L. "Nobody Just Like Me." Learning Time with Language Experiences for Young Children. New York, New York: McGraw-Hill Book Company, 1968, pp. 9-10.
- Case study outline
- Sample instructional guide.

DOCUMENT 71.

	I	COMPETENCIES
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	Personal Capacities	
	Individualization	
	Academic/ Field Int.	
	Pre & Exit Appraisal	
	Portfolio Documentation	
	Bibliography	
	Media Materials	
	Format	
Handbook		

Oregon State Technical Assistance and Training Office. Orientation and Procedures Workbook. Portland, Oregon: Oregon CDA Training Program, Oregon State Technical Assistance and Training Office, 1976, 300 pp. $7.00.

SUBJECT INDEX: Supplementary resource materials.

DESCRIPTION: The Orientation and Procedures Workbook is a handbook to the intern in the Oregon CDA program throughout the entire sequence of training. It contains an overview of the philosophy, goals, and organization of the training program, and specific procedures to follow in completing:

- Orientation procedures
- Training program
- Summative appraisal.

The two major components of the Oregon program are the:

1) Module program

2) Observation system.

Details and directions, as well as all related forms and materials, are described and included in the Workbook. The descriptions of the observation system include types, frequency, and procedures for observations. Types include:

- Responsive observations
- Interaction observations
- Module observation episodes.

The module program involves the intern in completing 13 separate modules, 12 of these corresponding to the 13 Functional Areas and the other to curriculum design. For each module the intern demonstrates competence related to three separate, yet interrelated, components: knowledge, skill, and outcome. Outcome refers to activities of the children in response to the performance of the intern.

A wide range of learning alternatives is provided to meet individual differences and levels of competence among interns. Pre-appraisals are designed to help interns and field advisors determine procedures for development of competence. Interns are not required to proceed through modules in which they can demonstrate competence according to criteria specified.

DOCUMENT 72.

Oregon State Technical Assistance and Training Office. Book of Attachments. Portland, Oregon: Oregon CDA Training Program, Oregon State Technical Assistance and Training Office, 1976, 1498 pp. $27.00.

SUBJECT INDEX: Cognitive. Creative. Environment. Group management. Healthy. Home/center. Individual strength. Language. Physical. Safe. Self-concept. Social. Staff. Supplementary resource materials.

DESCRIPTION: The Book of Attachments is a compilation of reprints of articles as well as newly developed materials relating to the CDA Competency Areas, Functional Areas, and Personal Capacities. These materials have been assembled to help the intern complete separate learning alternatives specified in the Oregon modules.

The number of pages--1,498--attests to the comprehensive nature of the document. The descriptions of the Oregon modules that follow will indicate the type and number of attachments needed in order to complete the individual learning alternatives.

X	I	COMPETENCIES
X	II	
X	III	
X	IV	
X	V	
X	VI	
X	Personal Capacities	
	Individualization	
	Academic/ Field Int.	
	Pre & Exit Appraisal	
	Portfolio Documentation	
	Bibliography	
	Media Materials	
	Format	
Reading Materials		

DOCUMENT 73.

Lybecker, J. Safety. Revised Edition. Portland, Oregon: Oregon CDA Training Program, Oregon State Technical Assistance and Training Office, 1976, 24 pp. $1.50.

XX	I	COMPETENCIES
X	II	
X	III	
X	IV	
	V	
X	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
I	Format	

SUBJECT INDEX: Administration and management. Cooking activities. Environment. Evaluation of children. Field trips. First aid. Food preparation. Group management. Guiding children. Lesson plans. Observation of behavior. Outdoor play. Planning. Safe. Scheduling. Self-evaluation.

DESCRIPTION: The module, Safety, and subsequent Oregon modules reflect extensive revisions of the Oregon State Technical Assistance and Training Office (STATO) field test editions, described in Volume I of this Guide. The modules are now organized according to the 13 Functional Areas, and with the exception of "Individual Strength," there is a module for each Functional Area. An additional module is entitled, Curriculum and Instructional Design.

Consistent with prior Oregon format, however, are pre- and exit-appraisal procedures. pre-appraisal activities and learning alternatives are keyed to specific performance objectives. Prior to work on a module, interns complete designated pre-appraisal activities to demonstrate competence. When they are successful in demonstrating competence for one performance objective, they move to another. When unsuccessful in demonstrating competence, they choose from a list of learning activities designed to help them attain the level of skill required. They then repeat the activity designated in the pre-appraisal (or an alternate activity) as their exit appraisal. If successful, they proceed to the next performance objective in the module.

Each module contains performance objectives that pertain to knowledge, skills, and/or outcomes. In the module, Safety, the first performance objectives focus on the intern's knowledge with respect to preventative measures for a safe center--the rules, policies, purposes, procedures, and responsibilty for assuring that the rules are carried out. Knowledge must be demonstrated with respect to:

- Safety of building and equipment
- Emergency procedures
- Outdoor and indoor activities, as well as activities away from the center
- Transportation.

Learning alternatives are readings in designated resource materials.

Content and learning activities for the next three performance objectives are concerned with skill development in:

1) Demonstrating artificial respiration

2) Assembling and using a first aid kit

3) Conducting safe and orderly exit drills

4) Designing a one-year curriculum plan for safety education

5) Conducting a self-evaluation in terms of taking safety precautions, and using supervision abilities.

The last performance objective concerns outcome and requires the intern to present evidence that at least five children in the center can exhibit safe practices.

In order to complete certain required appraisals and activities, the intern is referred to the use of materials found in the Observation/Assessment Packet included with the Oregon materials, specifically materials in the following areas:

- Designing a curriculum plan to meet criteria on the "Check-off Sheet"
- Conducting an exit drill according to a criterion on a "Module Observation Episode" form
- Evaluating the indoor and outdoor environment through use of the "Safety Precautions Checklist"
- Providing evidence of a safe cooking experience using the Module Observation Episode, "Observing Children's Practices in Cooking."

One attachment and required reading in four textbooks are necessary for the completion of some of the learning alternatives. The texts are:

- Garber Products Company. Handbook of Child Safety. Fremont, Michigan, 1967.
- Hodgden, L., et al. School Before Six, Vol. I. St. Louis, Missouri: The CEMREL Institute, 1974.
- Leeper, Dales, Skipper, and Witherspoon. Good Schools for Young Children. New York, New York: The Macmillan Company, 1971.

- Miller, J. *Web of Life*. Seattle, Washington: American Academy of Pediatrics, 1975.
- National Safety Council. *ABC's of Child Safety*. Greenfield, Massachusetts, 1975.
- Todd and Heffernan. *The Years Before School, Guiding Preschool Children*.

DOCUMENT 74.

Lybecker, J. Healthy. Revised edition. Portland, Oregon: Oregon CDA Training Program, Oregon State Technical Assistance and Training Office, 1976, 25 pp. $1.50.

XX	I	COMPETENCIES
	II	
X	III	
	IV	
	V	
X	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
F VT FS	Media Materials	
I	Format	

SUBJECT INDEX: Administration and management. Advocacy. Body image. Children with special needs. Community. Cooking activities. Curriculum. Dental health. Emotions and feelings. Evaluation of children. Field trips. First aid. Food preparation. Games. Handicapped children. Healthy. Human resources. Lesson plans. Meals. Mental health. Nutrition. Physical. Planning. Recordkeeping. Referral and rehabilitation. Safe. Self-concept. Self-evaluation. Snacks. Social services. Staff.

DESCRIPTION: Focus for the Oregon module, Healthy, is primarily on the Functional Area, healthy; however, there are learning alternatives included that also relate to the Functional Areas of safe, physical, self-concept, and staff. Four performance objectives relate to knowledge, three to skill, and one to outcome. As in several other Oregon modules, the pre- and exit appraisals are identical. If the intern is not successful in demonstrating the objectives on the pre-appraisal, he/she chooses activities from an extensive list of learning alternatives in order to become more knowledgeable or skillful.

The knowledge dimension includes the following major content areas:

1) Definition of health and factors that promote it

2) Nutritional needs and dental development in young children

3) Elements necessary for maintaining children's health

4) Symptoms, causes, prevention, and treatment of common health problems and handicapping conditions

5) Indications of steps for dealing with child abuse

6) Referral procedures for the treatment of handicapping conditions.

Learning alternatives include reviewing menus, interviewing parents, discussing with other staff members the center health policies, charting emergency plans for the center, conferring with community nurses, social services and health coordinators, and establishing a health education program.

Performance objectives relative to the skill component include the ability to:

- Carry out a health check
- Teach young children good health habits.

These objectives and several of the activities in the outcome component must be observed by the field advisor or another trained observer. The performance objectives in the outcome component require the intern to plan and implement activities with children in the areas of health education, health services, dental health, and/or nutrition.

"Module Observation Episode" forms and "Assessment Checklists" are included in the Observation/Assessment Packet for the use of the field advisor and the intern in recording observations, performing evaluations, and keeping records. A list of 18 attachments that may be found in the field test edition of the modules or in the Book of Attachments is included. An extensive bibliography is also included and lists 17 books, 2 films, a videotape, and filmstrip suggested for use with the learning alternatives.

DOCUMENT 75.

Staab, R. B. Environment. Revised edition. Portland, Oregon: Oregon CDA Training Program, Oregon State Technical Assistance and Training Office, 1976, 24 pp. $1.50.

XX	I	COMPETENCIES
X	II	
	III	
X	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
F	Media Materials	
I	Format	

SUBJECT INDEX: Art. Blacks (books). Blocks. Books. Cognitive. Community. Creative. Creative materials and activities. Culture. Curriculum. Dramatic play. Emotions and feelings. Environment. Equipment. Evaluation of children. Furniture. Group management. Handicapped children. Learning centers. Lesson plans. Mathematics. Observation of behavior. Outdoor play. Physical. Recordkeeping. Room arrangement. Scheduling. Science. Self-evaluation. Sex Roles. Social. Woodwork.

DESCRIPTION: The module, Environment, follows the same format as other Oregon modules in that performance objectives are specified for three separate components: knowledge, skill, and outcome. Each performance objective has a pre- and exit appraisal, and the intern is provided with many choices of learning alternatives to aid him/her in demonstrating the performance objectives. (The extent of individualization possible is evidenced by the fact that there are 30 learning alternatives for one of the objectives in this module.)

Content for the three knowledge, three skill, and one outcome components covers four areas:

- Preschool environment
- Materials and equipment
- Learning centers
- Daily schedule.

Learning activities are sequential and the intern is required to apply knowledge and skills learned in one component to performance objectives in the next component.

For example, after learning to identify and describe:

1) Factors to consider in arranging the preschool environment and selecting materials and equipment

2) Classroom learning centers,

the intern is required to describe appropriate equipment, materials, and furnishings for the learning centers. With this knowledge base, the intern is then required to work on the skill of evaluating his/her own learning environment in terms of children's physical, intellectual, and socioemotional learning.

Another skill component involves the intern in applying what he/she has learned about materials, arrangement, and equipment by planning one complete learning center. Then, for the final outcome component, the intern uses those plans to make changes in the classroom and provide evidence that the learning of children changed or improved as a result.

The following forms used by the intern and the field advisor are included in the Observation/Assessment packet:

- Learning center chart
- Basic materials and equipment chart
- Children's behavior checklist
- Scheduling checklist.

Nineteen attachments are listed as available in the field test edition of the Oregon modules or through the Book of Attachments. These attachments are articles from journals and pamphlets that cover basic information regarding classroom organization, learning centers, and the purchase, care, and criteria for selection and evaluation of materials. The extensive bibliography lists a number of books and four films for use with the many module learning alternatives.

DOCUMENT 76.

Doty, C. *Physical*. Revised edition. Portland Oregon, Oregon CDA Training Program. Oregon State Technical Assistance and Training Office, 1976. 11 pp. $1.50.

	I	COMPETENCIES
X	II	
	III	
	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
VT	Media Materials	
I	Format	

SUBJECT INDEX: Body image. Case study. Child development theory and principles. Children with special needs. Developmental tasks. Environment. Handicapped children. Motor skills. Observation of behavior. Outdoor play. Perceptual-motor development. Physical. Planning. Stages of development.

DESCRIPTION: The Oregon module, *Physical*, focuses on this Functional Area with two performance objectives related to the *knowledge* component, two to *skill*, and one to *outcome*. It provides an integrative experience in which the intern applies objectives met in the *knowledge* component to those in the *skill* component and finally, in the *outcome* component implements an activity and observes children's physical skills and/or attitudes toward physical development. Major content areas include:

1) Large muscle, small muscle, and perceptual-motor skill development

2) Developmental tasks

3) Developmental Screening

4) Relationship between physical development and learning.

If the intern is able to demonstrate competence according to pre-appraisal criteria, it is not necessary to complete learning alternatives for each performance objective. If, however, the intern is not successful or decides to do the module without going through the pre-appraisal, he/she chooses from a long list of learning alternatives and then completes the exit appraisal.

Learning alternatives involve the intern in making audiotapes, compiling a skills checklist, and observing children's developmental levels and attitudes in a number of different settings and activities.

Conferences are held with other professionals--a physical education teacher and an occupational therapist concerning physical handicaps. For the *outcome* components, the intern completes a pre-appraisal of each of the children in the classroom and, through observation and other appraisal data, writes up activity plans for each child. He/she self-evaluates by means of an audio or videotape.

Five attachments are needed; they may be found in the Oregon *Book of Attachments*. A bibliography is also included in the module.

DOCUMENT 77.

	I	COMPETENCIES
X	II	
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	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
F	Media Materials	
I	Format	

Hashimoto, R. and Katzev, A. Language. Revised edition. Portland, Oregon: Oregon CDA Training Program. Oregon State Technical Assistance and Training Office, 1976, 15 pp. $1.50.

SUBJECT INDEX: Adult modeling. Bilingual. Books. Child development theory and principles. Cognitive. Communication. Community. Curriculum. Dramatic play. Evaluation of children. Handicapped children. Language. Lesson plans. Observation of behavior. Planning. Reading readiness. Recordkeeping. Self-evaluation. Speech. Storytelling.

DESCRIPTION: The module, Language, moves the intern through several levels of skills in fostering the language development of children, and finally, focuses on the intern's ability to integrate these teaching strategies into all parts of the daily program. Extensive observation of the intern is performed while he/she is involved in conducting language activities. Then, in the exit appraisal, the field advisor observes the intern during other parts of the daily program. The intern is rated on a scale of from one to five on this integrative skill; he/she must receive a rating of at least four.

Extensive reading is required to complete the module. Content focuses on:

1) Development of language skills

2) Language development and learning disabilities

3) Dramatic play and language development

4) Reading readiness

5) Adult as language model.

The intern is referred to several forms found in the Observation/Assessment Packet for the completion of certain learning alternatives:

- Developmental landmark chart
- Learning activity plan
- Interaction tally
- Self checklist of teaching skills.

Attachments which pertain to the major content areas may be found in the Book of Attachments. Substantive information is also provided through textbooks listed in the bibliography included in the module.

DOCUMENT 78.

Doty, C. Cognitive. Revised Edition. Portland, Oregon: Oregon CDA Training Program, Oregon State Technical Assistance and Training Office, 1976, 18 pp. $1.50.

	I	COMPETENCIES
X	II	
	III	
	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
F	Media Materials	
I	Format	

SUBJECT INDEX: Adult-child interaction. Adult modeling. Child development theory and principles. Cognitive. Creative. Developmental tasks. Dramatic play. Environment. Evaluation of children. Learning theory. Lesson plans. Mathematics. Observation of behavior. Piagetian tasks. Play. Science. Sensory learning. Skill teaching. Stages of development.

DESCRIPTION: The module, Cognitive, focuses on the knowledge component by introducing the intern to the work of several differing theories and philosophies about the cognitive development of young children and how these theories are reflected in early childhood center curricula:

- Nimnicht's new nursery school
- Weikart's cognitive curriculum
- Bank Street's developmental interaction point of view
- Lavatelli's application of Piaget's theory to the early childhood curriculum.

Reference is also made to B.L. White's research on children under 3.

Many suggestions for learning alternatives are provided to help the intern understand the different theorists. Highlighted as well are the following topics:

1) Relationship of play to cognitive development

2) Role of the teacher in facilitating cognitive growth.

The intern is asked to think in terms of the CDA Consortium's competency standard for the Functional Area, Cognitive, and to determine how this standard is evidenced in his/her performance and in the total child care environment.

Performance objectives in the skill component include:

- Designing skill checklists to assess cognitive learning levels of the children
- Designing and implementing activities to foster cognitive development.

The intern is observed in three of the 12 activities included under this performance objective and, the outcome component, is to provide evidence that the skills of at least three children changed as a result of the teaching.

Contained in the Observation/Assessment Packet are "Module Observation Episode" forms for the field advisor or coworker to use in observing the intern performing a cognitive activity with a group of children. The intern is referred to 17 attachments as well as to 26 books and 3 films covering content and skill areas. The 17 attachments are available in the Oregon Book of Attachments (see Document #72).

DOCUMENT 79.

Cangemi, S. Creative. Revised edition. Portland, Oregon: Oregon State Technical Assistance and Training Office, 1976, 13 pp. $1.50.

	I	COMPETENCIES
X	II	
	III	
	IV	
	V	
	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
F	Media Materials	
I	Format	

SUBJECT INDEX: Adult-child interaction. Art. Child development theory and principles. Creative. Creative dramatics. Creative materials and activities. Dance. Dramatic play. Emotions and feelings. Guiding children. Individual differences. Learning theory. Lesson plans. Listening activities. Manipulative materials. Movement. Music. Planning. Room arrangement. Scheduling. Singing.

DESCRIPTION: The module, Creative, has as its major emphasis the fostering of creativity by providing children with opportunities to express themselves creatively and responding to them in ways to encourage rather than inhibit their creative responses. The intern is supposed to discuss and explore his/her personal interpretation of creativity and factors which enhance creativity in children, and to become self-aware in the area of creativity. A "Creativity" test is included in the Observation/ Assessment Packet for this purpose.

Primary focus of the module is on the skill component. Skills include:

1) Ability to integrate strategies for fostering creative development into one's teaching style, e.g.,

   - Accepting each child unconditionally
   - Providing materials, space, and time for creative expression
   - Valuing individual differences in children
   - Emphasizing the process rather than the product of creative expression
   - Rewarding children for being creative.

2) Use of questioning techniques to encourage creative thinking.

3) Ability to make a scope chart for differing modes of creative expression:

   - Art
   - Music

- Movement

- Creative dramatics.

The final skill discussed is to develop and use activities for each of the four modes that have been charted. The post-appraisal involves observation of the intern by the field advisor (or by a trained observer) while the intern is involved in one of the activities for each mode. A check is made of the intern's ability to enhance creative expression. The activity plan developed must meet certain criteria as to form and inclusion of:

- Purpose

- Objective

- Procedures

- Materials

- Followup activities.

A list of 11 attachments is referred to in the learning alternatives. References are also made to the viewing of three films and to readings in textbooks from a bibliography provided.

DOCUMENT 80.

Kay, R. Self-Concept. Revised edition. Portland, Oregon: Oregon CDA Training Program, Oregon State Technical Assistance and Training Office, 1976, 13 pp. $1.50.

	I	COMPETENCIES
	II	
XX	III	
X	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
F	Media Materials	
I	Format	

SUBJECT INDEX: Adult modeling. Body image. Child development theory and principles. Culture. Developmental tasks. Emotions and feelings. Evaluation of children. Individual differences. Interpersonal relationships. Mental health. Observation of behavior. Psychological needs. Recordkeeping. Roles. Self-concept. Sex roles. Social. Social/emotional competence. Stages of development.

DESCRIPTION: The module, Self-Concept, differs from most of the other Oregon modules in that the outcome component is not included. The knowledge component includes performance objectives with respect to ability in:

- Describing factors affecting self-concept development and how these factors relate to children's socioemotional growth

- Explaining the logic, or rationale, for principles designed to foster the development of a positive self-concept.

Pre- and exit-appraisal for both performance objectives depend upon the completion of a test. The intern must be 80 percent accurate in fulfilling the first objective. The second test is an "open book" appraisal.

Skill components relate to the intern's ability to make longitudinal observations of different children and then to use the observations data to set short- and long-range goals for enhancing the children's self-concept development. Special observation guides found in the Observation/Assessment Packet are used by the intern for this activity. The intern also learns to plan and implement activities designed to enhance children's socioemotional development.

Pre- and exit-appraisals for this objective require the intern to complete activity cards for 15 separate activities. Two of these cards must pertain to the following five areas of socioemotional development:

1) Self-concept enhancement

2) Role-awareness (sex, culture, family, community)

3) Personal awareness (body, state of health, feelings)

4) Independence fostering

5) Social relationships.

The activities must include goals for a number of curriculum areas and plans for individual as well as large and small group activities. To achieve the final performance objective in the module the intern must implement one activity for each of the five areas and summarize the results on Module Observation Episode forms provided in the Observation Assessment Packet.

The intern is referred to a list of eight attachments and a bibliography for content references.

	I	COMPETENCIES
	II	
	III	
XX	IV	
X	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
I	Format	

DOCUMENT 81.

Billman, J. and Ruocco, C. Social/Cultural. Revised Edition. Portland, Oregon: Oregon CDA Training Program, Oregon State Technical Assistance and Training Office, 1976, 7 pp. $1.50.

SUBJECT INDEX: Adult modeling. Books. Community. Culture. Curriculum. Evaluation of children. Field trips. Goals. Home/center. Media materials. Observation of behavior. Planning. Recordkeeping. Roles. Scheduling. Sex roles. Social. Social studies. Values.

DESCRIPTION: The module, Social/Cultural, includes one major performance objective for each of the three components in the Oregon format: knowledge, skill, and outcome. In the knowledge component the intern demonstrates an understanding of the terms "social studies" and "cultural awareness," as they apply to children aged 3 to 5, by taping or writing a comprehensive definition. The narrative must include the intern's ideas with regard to children's knowledge of:

- Culture
- Society
- Community
- Family
- Their roles as individuals

and also include concrete examples of ways young children can learn about the above topics.

The intern is referred to readings from a number of books and attachments for background information concerning such content areas as non-sexist early childhood education, the teaching of social values, family role-playing, and cross-cultural education in the nursery school.

For the skill component the intern is required to plan a one-year social studies curriculum encompassing:

- Objectives for the children
- Activities to appraise the knowledge, skills, practices, and interactions of the children according to the intern's stated objectives for them

- Plans for followup activities
- Resources to be used, including media materials and field trips, as well as books and other printed materials.

This plan is then submitted to and discussed with the field advisor.

For the outcome component, the intern implements one activity from the major curriculum plan. Information recorded on a "Module Observation Episode" form (available in the Observation/Assessment Packet) is used as evidence that the children's knowledge, attitudes, or behavior changed as a result of their involvement in the activity.

Attachments listed for content areas are available in the Oregon Book of Attachments (see Document #72 of this Guide).

DOCUMENT 82.

	I	COMPETENCIES
	II	
	III	
X	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
F	Media Materials	
I	Format	

DeMatteus, B. and Lybecker, J. Group Management. Revised edition. Portland, Oregon: Oregon CDA Training Program, Oregon State Technical Assistance and Training Office, 1976, 13 pp. $1.50.

SUBJECT INDEX: Adult-child interaction. Adult modeling. Behavior modification. Case study. Child development theory and principles. Emotions and feelings. Environment. Evaluation of children. Group management. Guiding children. Learning theory. Mental health. Moral development. Motivation. Observation of behavior. Planning. Psychological needs. Recording of behavior. Recordkeeping. Reinforcement. Scheduling. Self-evaluation. Skill teaching. Social. Social/emotional competence.

DESCRIPTION: Although there is some emphasis on the Functional Area, social, the major focus of this module is on the Functional Area described in the title: Group Management. Performance objectives build from information in the knowledge component concerning:

- Purposes for guidance
- Guidance techniques
- Appropriateness and effectiveness of different techniques

to applying both direct and indirect techniques in the skill component, and finally to evaluating the effects of the different approaches on children in the outcome component.

Extensive readings on the topic of guidance are recommended and listed. The following subjects are covered in relation to the topic of direct guidance:

1) Behavior management
2) Behavior modification
3) Dreikurs' theories and techniques
4) Ginott's approaches
5) Verbal guidance.

Indirect guidance references include guidance through room arrangement, planning, and through peer-related activities. General information is presented on guidance through:

1) Setting limits

2) Building feelings of security and adequacy

3) Teaching children to cope with conflict.

The intern applies both direct and indirect guidance techniques over a 3-month period and is observed by the field advisor who uses a special Module Observation Episode form. The intern must receive a rating of at least four on a scale of from one to five. A number of different techniques are required: positive suggestions, redirection, logical consequences, modeling, offering choices, setting limits, positive reinforcement, ignoring inappropriate behavior, and physical restraint or removal. Indirect techniques include:

- Arrangement of space, equipment, and materials
- Patterning of traffic flow
- Storage of equipment and materials
- Consistent daily schedule/routine
- Smooth transition
- Planned curriculum.

A "Behavior Assessment Checklist" included in the Observation/Assessment Packet is also available for use by the intern in assessing the social competencies of individual children and the behavior of the total group as the basis for changing the behavior of the children and planning strategies for effecting the change. In the outcome component, the intern provides evidence of the changes of behavior and presents anecdotal and other records concerning the changes.

DOCUMENT 83.

Williamson, M., and Campbell, M. Home/Center. Revised edition. Portland, Oregon: Oregon CDA Training Program, Oregon State Technical Assistance and Training Office, 1976, 17 pp., $1.50.

	I	COMPETENCIES
	II	
	III	
	IV	
XX	V	
X	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
F	Media Materials	
I	Format	

SUBJECT INDEX: Case study. Community. Conferencing skills. Culture. Emotions and feelings. Home/center. Interpersonal relationships. Interviewing. Observation of behavior. Parents. (Involvement, education). Recordkeeping. Staff. Values. Volunteers.

DESCRIPTION: The module, Home/Center follows the Oregon format with regard to inclusion of performance objectives related to the three components: knowledge, skill, and outcome. In the knowledge component, the intern is required to demonstrate an awareness of personal attitudes toward working with parents. Pre-and exit-appraisals require the completion of an "Attitude Survey" available in the Observation/Assessment Packet. Learning alternatives are provided concerning readings on:

- Roadblocks to progress in parent involvement
- Ways of communicating with parents
- Characteristics of a helping relationship
- Personal values and value clarification.

Content also focuses on the types of information a teacher should have about a child's family background, reasons why the information is needed, and methods for gathering and using it. The intern completes a "Family Background Information Sheet" and discusses its use with the field advisor.

The final content area included in the knowledge component is that of parent involvement--rationale for their involvement, and parent education. Specifics of their involvement in the day-to-day classroom operation are also discussed. An extensive list of learning alternatives is provided involving the intern in:

- Discussing classroom matters with parents
- Making observations of parent involvement in other classrooms
- Discussing parent involvement with other staff members
- Making a notebook on parent-teacher partnerships

- Designing newsletters, orientations, and holding parent meetings.

The activities in the skill component require that the intern be observed by the field advisor while communicating with parents in a parent conference, at a parent meeting, or in an informal encounter. Response sheets to the interaction are filled out by both parent and intern in the presence of the field advisor.

Additional skill areas relate to:

1) Planning a newsletter

2) Planning with parents for parent involvement in the classroom operation and for parent education and training

3) Planning with the parents of at least three children for activities at home and school to cover a period of time and more than one planning session. The intern actually carries out the plans and evaluates the total experience.

In all cases the intern and parents complete evaluation forms and checklists from the Observation/Assessment Packet, and/or the intern submits plans, reactions, and evaluations to the field advisor.

A list of attachments (available in the Oregon Book of Attachments) is included, as is a bibliography.

DOCUMENT 84.

Mueller, L. Staff. Revised edition. Portland, Oregon: Oregon CDA Training Program, Oregon State Technical Assistance and Training Office, 1976, 12 pp. $1.50.

	I	COMPETENCIES
	II	
	III	
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X	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
I	Format	

SUBJECT INDEX: Administration and management. Budgets. Communication. Conferencing skills. Human resources. Interpersonal relationships. Interviewing. Planning. Psychological needs. Recording of behavior. Recordkeeping. Referral and rehabilitation. Scheduling. Social services. Staff. Values. Volunteers.

DESCRIPTION: Two major areas are covered in the Oregon module, Staff: administrative policies and procedures, and staff relationships. The module encompasses one performance objective related to the knowledge component and four related to skill development. The knowledge component requires the intern to demonstrate knowledge of staff relationships, policies, and procedures by completing an assessment chart from the Observation/ Assessment Packet, and discussing it with the field advisor or program director. Topics included on the chart are:

- Job descriptions
- Staff relationship patterns and responsibilities
- Personnel policies
- Program scheduling
- Referrals for professional help
- Use of community resources and volunteers
- Local, state, and federal regulations
- Ordering of supplies and equipment.

Major skill areas include demonstrating the use of:

1) Interpersonal communication skills

2) Problem-solving techniques

3) Volunteer training.

The final skill area treated in the module concerns the ability to work effectively as a member of a team by following through on team responsibilities. For both the pre- and exit appraisal the intern completes a "Self-Evaluation" form and the field advisor a "Team Member Evaluation" form from the Observation/Assessment Packet. In order to be successful, the intern must achieve a rating of four out of five.

A number of observations of the intern gained by the field advisors using a special form and/or the intern's completion of self-appraisals are featured in this module. Also featured in the area of interpersonal relationships is an emphasis on the communication skills of:

- Listening
- Responding sensitively
- Expressing ideas and feelings
- Giving feedback honestly.

Learning alternatives include using the techniques of transactional analysis and creative problem-solving.

DOCUMENT 85.

DeMatteus, B. Curriculum and Instructional Design. Revised edition. Portland, Oregon: Oregon CDA Training Program, Oregon State Technical Assistance and Training Office, 1976, 35 pp. $1.50.

X	I	COMPETENCIES
X	II	
X	III	
X	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
AC F FS	Media Materials	
I	Format	

SUBJECT INDEX: Administration and management. Behavioral objectives. Child development theory and principles. Children with special needs. Cognitive. Communication. Creative. Curriculum. Environment. Equipment. Evaluation of children. Goals. Group management. Guiding children. Handicapped children. Healthy. Home/center. Individual differences. Interpersonal relationships. Language. Learning theory. Lesson plans. Media materials. Recordkeeping. Referral and rehabilitation. Reinforcement. Scheduling. Self-concept. Social. Staff.

DESCRIPTION: The module, Curriculum and Instructional Design, is integrative with respect to the CDA Competency Areas and Functional Areas; the intern is required to incorporate learnings from other modules into many of the learning alternatives geared to specific performance objectives in this module.

Five content areas are included in the knowledge component of the module:

1) Basic theories of learning: behavioral, cognitive, social learning, and eclectic

2) Elements of learning: internal and external conditions, elements of instruction, and levels (or domains) of learning

3) Early childhood curriculum models: (Montessori, Bereiter-Engelmann, STET, Bank Street, New Nursery, Tucson)

4) Elements and importance of a planning cycle: individual lessons, daily/weekly scheduling, planning for individual children, and curriculum planning

5) Teaching strategies and techniques: integrating the child's learning experiences, individualizing instruction, and mainstreaming handicapped children.

Performance objectives relative to the above areas involve the intern in completing "tests" and preparing written and/or oral reports that are evaluated with the field advisor.

Seven skill areas are focused upon; they include making observations and collecting data, setting short- and long-range goals based on observation data, writing objectives for different purposes (curriculum areas, areas of development, etc.), writing lesson plans, setting up resource files, and setting goals. Detailed lists of learning alternatives are included for each performance objective in a skill area. The intern is encouraged to integrate work from other modules so that the activities are not done in isolation. Extensive use is made of the "Module Observation Episode" forms contained in the Observation/Assessment Packet.

For the outcome component, the intern plans a unit, implements it, and evaluates the outcomes and its effectiveness. Criteria specified for the unit demand that:

1) Subject/topic be appropriate for the children in the center

2) Individual goals be specified for each child

3) Objectives, appraisals, and learning activities be included

4) Plans be made for time, resources, materials, and equipment

5) Plans provide for observations by the field advisor

6) Provision be made for observation or other evidence that the children have achieved the unit objectives.

A list of 15 attachments (available in the Oregon Book of Attachments) and a lengthy bibliography of books and audiovisuals are included.

DOCUMENT 86.

X	I	COMPETENCIES
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X	V	
XX	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

Oklahoma CDA Advisory Council and Oscar Rose Junior College.
Administration for Early Childhood Programs. Revised Edition.
Midwest City, Oklahoma: Oklahoma CDA Advisory Council and
Oscar Rose Junior College, 1976, 90 pp. n.p.

SUBJECT INDEX: Budgets. Environment. Equipment. Healthy. Home/center. Administration and management. Planning. Recordkeeping. Staff.

DESCRIPTION: The format for all the Oklahoma CDA materials follows the same organizational pattern. The rationale and performance objectives for the module are presented. Based on the module objectives, a self-evaluation is completed by the intern and an interview is held with the field advisor to determine the classroom and field experiences needed to demonstrate competence for each module objective. Having individualized the approach to the module, the intern and field advisor then plan the activities needed to complete the unit or an on-site examination is given for demonstrating competency for each performance objective.

The module continues with chapters containing the rationale and essential content information for each chapter heading. Learning activities, which are related to the module performance objectives, are presented next. Instructions and predesigned forms are provided for the intern to complete a learning activity based on his/her field experiences. No criteria are listed for the appraisal of the completed learning activities. The final section contains a bibliography of materials related to the topics presented in the module.

Administration for Early Childhood Programs is designed to familiarize the intern with all phases of the operation of a child care center, and to enable the intern to recognize his/her relationship to the overall program goals and objectives.

The information contained in this module covers the initial procedures necessary for establishing a program for young children, operating procedures of a center, the writing and revising of a policies and procedure manual, and program evaluation. As the information is presented, sample forms, questions, or guiding statements are included to enable the reader to integrate the content to the field experience.

The learning activities in the module are related to the performance objectives and the content information previously presented. Specific instructions and additional, predesigned forms are provided. The intern completes the activities based on his/her field experience and submits some written documentation of competence in each performance objective. Learning activities in this module include:

- Drawing a chart showing the chain of command within the total organizational system of the center
- Reviewing the recordkeeping system currently in operation in the center and evaluating it, using the accompanying form.

The bibliography of supplemental materials for the module lists books on the administration and operation of an early childhood center.

DOCUMENT 87.

Oklahoma CDA Advisory Council and Oscar Rose Junior College. Overview of Early Childhood Education. Revised Edition. Midwest City, Oklahoma: Oklahoma CDA Advisory Council and Oscar Rose Junior College, 1976, 119 pp. n.p.

SUBJECT INDEX: Child development theory and principles. Evaluation of children. Observation of behavior. Recording of behavior. Recordkeeping.

DESCRIPTION: Overview of Early Childhood Education is intended to develop a basic knowledge of child development programs, their goals, and objectives. The organization of this module differs from that of the other Oklahoma CDA materials because of its possible use as an introductory module. Background information is presented on the development of the CDA program and portfolio development for CDA Assessment.

The Oklahoma CDA Performance Assessment Checklist is included; it lists all the performance objectives for the Oklahoma modules. The checklist can be used as pre-appraisal, ongoing appraisal, and/or exit appraisal for measuring demonstrated competence in any or all of the Oklahoma CDA Competency Areas. Performance is rated on both a frequency and a qualitative level.

The emphasis in this module is on:

- Approaches to the study of child development
- Major theorists of early childhood education
- Comparison of program goals and objectives
- Developmental goals for children
- Observation of child behavior.

Learning activities for the module include:

- Surveying three programs for young children and completing questions relating to program purpose
- Observing a child for specific developmental skills and completing the accompanying forms
- Writing a personal description of the intern's approach to the study of child development.

	I	COMPETENCIES
X	II	
X	III	
X	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

The bibliography of supplemental materials lists books related to background information on early childhood education.

DOCUMENT 88.

Oklahoma CDA Advisory Council and Oscar Rose Junior College. Program Planning. Revised Edition. Midwest City, Oklahoma: Oklahoma CDA Advisory Council and Oscar Rose Junior College, 1976, 105 pp. n.p.

XX	I	COMPETENCIES
X	II	
	III	
X	IV	
	V	
XX	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

SUBJECT INDEX: Environment. Equipment. Evaluation of children. Field trips. Healthy. Planning. Room arrangement. Safe. Scheduling. Staff.

DESCRIPTION: Program Planning is intended to:

- Emphasize the importance of planning
- Encourage knowledge of program resources
- Design a system for providing functional plans to best meet the individual and group needs of children in the center.

Following the organizational structure for Oklahoma CDA materials, the module lists such performance objectives as demonstrating the importance of evaluation for improving the early childhood program through evaluation of the program, the teacher, and the children.

The focus of this module is on the Functional Area, Environment in Competency Area I, and Staff in Competency Area VI. Information is provided on the:

- Environment, indoor and outdoor
- Design of a program planning system for the child care center
- Development of resource units and activity files
- Field trips, expanding the environment.

In addition to the usual learning activities required in the Oklahoma CDA modules, other activities included in this module involve the intern in:

- Evaluating the field site outdoor space
- Evaluating the daily schedule used at the center
- Comparing present and revised drawings of room arrangements.

Specific forms for each of the learning activities are included in the module.

The bibliography lists books, pamphlets, films, filmstrips, and cassette tapes which are available as supplemental resources in program planning.

DOCUMENT 89.

Oklahoma CDA Advisory Council and Oscar Rose Junior College. *Bicentennial Language*. Revised Edition. Midwest City, Oklahoma: Oklahoma CDA Advisory Council and Oscar Rose Junior College, 1976, 164 pp. n.p.

	I	COMPETENCIES
XX	II	
X	III	
X	IV	
	V	
X	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

SUBJECT INDEX: Books. Child development theory and principles. Cognitive. Communication. Creative. Creative dramatics. Creative materials and activities. Dramatic play. Self-concept. Social. Speech. Staff. Stages of development. Storytelling.

DESCRIPTION: The performance objectives for the module, *Bicentennial Language*, include:

- Role modeling appropriate skills for language development
- Utilizing language to stimulate and guide children
- Providing language learning experiences
- Evaluating individual language needs
- Clarifying concepts through the addition of visual and auditory stimuli.

Following the organizational pattern of other Oklahoma CDA materials, *Bicentennial Language* includes a glossary of terms covering the vocabulary used in this module on language arts and communication skills.

As with the other Oklahoma materials, the content in *Bicentennial Language*, although focused on one Functional Area, is also applicable to several others. The major emphasis is on organizers related to the Functional Area, Language, yet performance objectives and learning activities require the intern to demonstrate competency in other Functional Areas and Personal Capacities.

Emphasis is placed on:

- Developing language and communication skills in young children
- Sequencing and ascertaining characteristics of a preschool dramatics program
- Providing an adequate language arts program
- Selecting children's literature.

Learning activities are designed to provide experience in the content areas and to involve the intern in planning, conducting, and evaluating a series of language arts experiences with children. Other activities assist the intern in developing resources, such as a bibliography of books, to be used in a language arts program. With each learning activity, there is a written assignment to be completed and submitted to the field advisor.

The module concludes with a listing of supplemental materials related to a language arts program: books, pamphlets, films, filmstrips, and cassette tapes.

DOCUMENT 90.

Oklahoma CDA Advisory Council and Oscar Rose Junior College. Behavior and Guidance. Revised Edition. Midwest City, Oklahoma: Oklahoma CDA Advisory Council and Oscar Rose Junior College, 1976, 121 pp. n.p.

X	I	COMPETENCIES
	II	
XX	III	
XX	IV	
	V	
	VI	
XX	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

SUBJECT INDEX: Behavior modification. Child development theory and principles. Environment. Group management. Guiding children. Individual strength. Observation of behavior. Recording of behavior. Reinforcement. Safe. Self-concept. Social.

DESCRIPTION: Behavior and Guidance is written in the same format as the other Oklahoma materials; it contains an introduction, self-evaluation, presentation of content, learning activities, and supplemental materials. This module is intended to develop competencies in guiding behavior to foster positive growth and behavior in children. The performance objectives include:

- Recognizing and responding appropriately to misbehavior
- Individualizing positive techniques of guidance
- Identifying problems and following through with referrals when needed
- Demonstrating techniques of verbal and nonverbal guidance, direct and indirect guidance, voice control, and body language.

A glossary of the terms used in the module is included.

Content presented in the module includes:

- Principles of guidance
- Techniques to be used with various types of guidance
- Reasons why guidance techniques may fail
- Lists of common behaviors in children
- Lists of teacher attitudes and approaches
- Ways of structuring the environment.

Learning activities for this module are to be completed during the intern's field experience. Instructions and accompanying forms are very specific to the learning activity. All the Oklahoma modules require the intern to complete an Activity File Card listing:

- Teacher goal
- Objective(s)
- Materials
- Procedures
- Evaluation.

Activities involve the intern in observing children and other teachers, discussing behavior with children, evaluating the center's environment, role playing with the children, and planning for rainy days. There are no activities to be conducted during the observation by the field advisor.

The bibliography of supplemental materials includes reference books, pamphlets, films, filmstrips, cassette tapes, and children's books related to the topic of behavior and guidance.

DOCUMENT 91.

Oklahoma CDA Advisory Council and Oscar Rose Junior College. Conceptual Science: From Atoms to Galaxies. Revised Edition. Midwest City, Oklahoma: Oklahoma CDA Advisory Council and Oscar Rose Junior College, 1976, 77 pp. n.p.

	I	COMPETENCIES
XX	II	
X	III	
X	IV	
	V	
	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

SUBJECT INDEX: Cognitive. Creative. Creative materials and activities. Group management. Incidental teaching. Individual strength. Language. Physical. Science. Self-concept. Sensory learning. Social.

DESCRIPTION: This module is consistent with the Oklahoma organizational pattern of introduction, definition of terms used, self-evaluation, presentation of content information, learning activities, and supplemental materials. The performance objectives for the module are to:

1) Demonstrate the importance of science in the curriculum of young children by providing daily opportunities for science concept development

2) Demonstrate the ability to develop problem solving abilities in children by asking questions and providing opportunities for answering the questions

3) Stimulate creative thinking and problem solving in children through activities that lead to discovery of something new or an answer

4) Provide a science center with equipment and materials to stimulate exploration and investigation of science concepts

5) Expand the science experiences in the classroom to include learning in all areas of science, for example: hydrology, botany, chemistry, physics, etc.

The process approach to science is described in the content area of the module. Basic concepts of the biological and physical sciences are given, along with activities to encourage conceptual development in these areas.

Learning activities, again following the pattern consistent in the Oklahoma CDA materials, include developing science resource units, inventorying and evaluating the science resources in the center, conducting and evaluating five science activities, conducting a field trip, and meeting individual needs through science.

Supplementary materials include reference books, pamphlets, films, and children's books useful in implementing a preschool science program.

DOCUMENT 92.

Oklahoma CDA Advisory Council and Oscar Rose Junior College. Learning Centers. Revised Edition. Midwest City, Oklahoma: Oklahoma CDA Advisory Council and Oscar Rose Junior College, 1976, 49 pp. n.p.

X	I	COMPETENCIES
	II	
	III	
	IV	
	V	
X	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

SUBJECT INDEX: Art. Blocks. Creative dramatics. Creative materials and activities. Dramatic play. Environment. Equipment. Furniture. Healthy. Language. Learning centers. Manipulative materials. Mathematics. Music. Room arrangement. Safe. Scheduling. Science. Staff.

DESCRIPTION: The format of Learning Centers is very similar to that of the other Oklahoma CDA materials except that no learning activities are included in this module. The performance objectives are designed to enable the intern to analyze existing space, materials, and equipment in the field site center; make the necessary changes in room arrangement; and plan, execute, and evaluate a schedule of learning experiences in each interest center.

Necessary factors to consider when planning the physical environment for the child care center are outlined:

- Overview of the types and arrangement of learning centers
- Physical arrangement of specific centers
- Materials and equipment needed in various centers
- Role of the teacher with regard to the use of learning centers.

Supplemental materials about learning centers listed in the bibliography include books, pamphlets, films, filmstrips, and cassette tapes.

DOCUMENT 93.

Oklahoma CDA Advisory Council and Oscar Rose Junior College. *Mathematics: Beyond Fingers and Toes*. Revised Edition. Midwest City, Oklahoma: Oklahoma CDA Advisory Council and Oscar Rose Junior College, 1976, 67 pp. n.p.

	I	COMPETENCIES
XX	II	
X	III	
X	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

SUBJECT INDEX: Cognitive. Group management. Incidental teaching. Individual strength. Language. Learning centers. Mathematics. Planning. Self-concept. Skill teaching. Social.

DESCRIPTION: The organization of this module follows the Oklahoma CDA materials format and includes a definition of the terms used in the module. Performance objectives are related primarily to Competency Area II. They are to:

- Provide daily opportunities for math concept development
- Demonstrate the ability to sequence mathematics experiences from simple to complex
- Provide a mathematics center with materials for conceptual development
- Demonstrate the contribution of mathematics to the development of problem-solving abilities by providing such activities.

Content information provided in this module emphasizes:

- Preschool mathematical objectives
- Mathematical concepts to be developed with preschool children
- Strategies and techniques for teaching mathematics.

Activities suggested for teaching each of the mathematical concepts are included.

The learning activities to be completed by the intern contain specific instructions and predesigned forms and are designed to integrate the academic and field experiences of the intern. In addition to the activities described in Document 99, the intern is to teach three finger plays containing math concepts and evaluate the experiences; he/she is also to construct a mobile of geometric shapes.

Supplemental materials include reference books, pamphlets, children's books, and films related to the topic area.

DOCUMENT 94.

Oklahoma CDA Advisory Council and Oscar Rose Junior College.
Play is Everything. Revised Edition. Midwest City, Oklahoma:
Oklahoma CDA Advisory Council and Oscar Rose Junior College, 1976,
68 pp. n.p.

	I	COMPETENCIES
X	II	
X	III	
X	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

SUBJECT INDEX: Cognitive. Creative. Dramatic play. Group management. Guiding children. Individual strength. Motor skills. Outdoor play. Physical. Planning. Play. Record-keeping. Room arrangement. Scheduling. Self-concept. Social. Stages of development.

DESCRIPTION: The module, Play is Everything, continues the organizational pattern typical of the Oklahoma CDA materials. Performance objectives are listed; they include demonstrations of:

- Ability to enhance the quality of dramatic play through teacher intervention
- Ability to plan and implement a discovery-oriented play situation
- Value of self-selected play to the child's development through anecdotal records of these experiences.

Within the scope of this module, play means different things to different people. "Free play" is alternately described as "unplanned by adults," "a self-selected activity," and "play activities selected by children which have very little adult intervention and often have unstated adult goals."

The major emphasis of the module is on the intern's understanding of the meaning of play according to child development theory and principles, and on the role of the teacher in planning and guiding children's play.

Learning activities, including specific instructions and predesigned forms, follow the typical sequence for Oklahoma CDA materials (see Document 99) In addition, the intern is to observe a child in a time-sample observation of play and complete an accompanying form, construct and use an outdoor obstacle course, and observe a dramatic play sequence and complete an accompanying form.

Supplemental materials related to play listed in the bibliography include books, pamphlets, films, filmstrips, and cassette tapes.

DOCUMENT 95.

	I	COMPETENCIES
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	III	
X	IV	
XX	V	
X	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

Oklahoma CDA Advisory Council and Oscar Rose Junior College. Parent/Teacher Community Relations. Revised Edition. Midwest City, Oklahoma: Oklahoma CDA Advisory Council and Oscar Rose Junior College, 1976, 91 pp. n.p.

SUBJECT INDEX: Communication. Community. Field trips. Group management. Home center. Interviewing. Observation of behavior. Parents. Planning. Recordkeeping. Referral and rehabilitation. Social. Staff. Values. Volunteers.

DESCRIPTION: Parents, teachers, and the community are viewed in Parent/Teacher Community Relations as interrelated resources for meeting the needs of young children in a child development center. Performance objectives include:

- Demonstrating the ability to listen to parents, communicate with parents through a variety of methods, and utilize parent suggestions appropriately
- Providing opportunities and encouragement for volunteer help in the center
- Demonstrating the teacher's role in parent meetings
- Utilizing the community as part of the classroom.

The information in the document is presented in three chapters. These chapters cover:

1) Working with parents

2) Working with volunteers

3) Working with the community.

Each chapter describes the purposes, strategies, and other content information related to the group discussed. Sample forms and some related activities are incorporated within the content areas.

The learning activities that must be completed to demonstrate competency in Competency Areas IV, V, and VI vary from those in the usual Oklahoma CDA format. Each activity requires a comprehensive experience related to the center where the intern is completing the field experience. Some of the learning activities undertaken by the intern and related to the performance objectives are described below:

1) Parents

- Interview a parent regarding parent involvement. Complete a questionnaire
- Analyze the similarities and differences between the parent's and center's expectations for parent involvement
- Arrange and conduct three home visits, preferably to homes of children new to the center. Complete and turn in an attached form.

2) Volunteers

- Write a volunteer's guide. Turn in the outline and an evaluation of the guide after it has been used.

3) Teachers

- Make a list of "junk" items needed in the center
- Conduct a scavenger hunt for the articles
- Turn in the list of items; note where each was found, and how each is to be used.

4) Community

- Construct a community resource file and turn in a duplicate copy.

Supplemental resources listed in the bibliography of this module include books, pamphlets, films, filmstrips, and cassette tapes related to parent, teacher, and community involvement.

DOCUMENT 96.

XX	I	COMPETENCIES
X	II	
	III	
	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

Oklahoma CDA Advisory Council and Oscar Rose Junior College. Nutrition for Young Children. Revised Edition. Midwest City, Oklahoma: Oklahoma CDA Advisory Council and Oscar Rose Junior College, 1976, 110 pp. n.p.

SUBJECT INDEX: Cooking activities. Environment. Food preparation. Healthy. Home/center. Meals. Nutrition. Physical. Planning. Recipes. Recordkeeping. Safe. Snacks.

DESCRIPTION: This module, Nutrition for Young Children, is designed to help the intern plan and prepare nutritious meals for children and to provide experiences in the curriculum to promote positive nutrition and mealtime habits with respect to a child's home situation and developmental level. Following the usual format for Oklahoma modules, there are nine performance objectives related to the overall module goal.

The content information presented in this module on nutrition is comprehensive. Beginning with a chapter on basic nutrition, information is presented on basic nutrients, their sources, relationship to food, function, metabolism, and caloric intake. The effects of nutrition on the young child are discussed including the major nutritional problems, their causes, and effects. Techniques for building a sound nutrition program are given by relating menu planning, mealtime environment, mealtime problems, snacks, and food in the curriculum to the preschool environment.

Learning activities are keyed to the performance objectives and include the usual activities contained in the Oklahoma modules: developing resource units; conducting a resource inventory; evaluating a nutrition learning center; writing about, conducting, and evaluating nutritional activities; making a visual aid; meeting individual needs through nutrition; visiting another center and observing its program; and evaluating children's books containing information on nutrition. Forms are provided for most of the written learning activities for the intern to complete. These include:

- Observing a mealtime and evaluating it
- Making two recipe charts for children, conducting the cooking experiences, and giving suggestions.
- Developing a recipe file of ten recipes
- Completing a form for planning cooking experiences
- Evaluating one week's menus

- Constructing a "helpers" chart

- Planning and constructing two table centerpieces.

The bibliography contains reference books, pamphlets, films, filmstrips, and children's books on the subject of nutrition for young children.

DOCUMENT 97.

Oklahoma CDA Advisory Council and Oscar Rose Junior College. Safety for Young Children. Revised Edition. Midwest City, Oklahoma: Oklahoma CDA Advisory Council and Oscar Rose Junior College, 1976, 65 pp. n.p.

XX	I	COMPETENCIES
X	II	
	III	
	IV	
	V	
X	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

SUBJECT INDEX: Environment. First aid. Healthy. Physical. Recordkeeping. Safe.

DESCRIPTION: The rationale for the module, Safety for Young Children, is to train the intern to:

- Provide an environment conducive to positive health and safety practices
- Provide experiences that promote positive health and safety practices in each child in the center.

Performance objectives related to the overall modular goals include the dissemination of safety information to parents of children in the center. Information leading to the acquisition of competency and certification in first aid is provided in the first aid text of the American Red Cross.

The focus of this module is on:

- Giving information on the teacher's responsibility for preschool safety
- Teaching habits of safety
- Learning first aid.

In addition to the usual learning activities offered in the Oklahoma CDA materials, this module contains activities and accompanying forms for a safety survey of the total environment in the field site as well as instructions for planning, implementing, and evaluating drills for fire and tornado emergencies.

The bibliography of supplemental materials lists national resource organizations and their addresses.

DOCUMENT 98.

Oklahoma CDA Advisory Council and Oscar Rose Junior College. Social Science: Children in the Cosmos. Revised Edition. Midwest City, Oklahoma: Oklahoma CDA Advisory Council and Oscar Rose Junior College, 1976, 63 pp. n.p.

SUBJECT INDEX: Cognitive. Community. Culture. Group management. Guiding children. Individual differences. Interpersonal relationships. Roles. Self-concept. Social. Social/emotional competence. Social studies. Values.

DESCRIPTION: Social Science: Children in the Cosmos follows the same organizational pattern as the other Oklahoma CDA modules. It is designed to assist the intern in developing competencies to provide learning experiences in social science and related areas. Concepts stressed are as follows:

- Importance of a positive self-concept
- Group membership
- Customs and special occasions
- People around the world.

Strategies for teaching young children social science concepts are grouped under the topics:

1) Self-concept, including citizenship and conservation
2) Group membership, home and civic responsibility
3) World in which we live
4) American heritage, customs, and celebrations of special occasions
5) Basic understanding of cultural and racial groups.

Learning activities included in this module follow the format for all Oklahoma CDA materials. When constructing a visual aid relating to social science, the intern is to develop four pictures to encourage emotional expression, use them, and evaluate them according to the stated criteria. Another learning activity consists of making a prop box for role playing around a community helper. Directions for construction of the prop box are given; the intern is to complete the activity, describe it, and evaluate its use.

Supplemental materials include children's books available for teaching social science concepts.

	I	COMPETENCIES
X	II	
X	III	
X	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

DOCUMENT 99.

Oklahoma CDA Advisory Council and Oscar Rose Junior College. Body Skills Development. Revised Edition. Midwest City, Oklahoma: Oklahoma CDA Advisory Council and Oscar Rose Junior College, 1976, 57 pp. n.p.

	I	COMPETENCIES
X	II	
X	III	
X	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

SUBJECT INDEX: Body image. Child development theory and principles. Cognitive. Creative. Equipment. Group management. Handedness. Individual strength. Language. Manipulative materials. Motor skills. Movement. Perceptual-motor development. Physical. Self-concept. Social. Stages of development.

DESCRIPTION: Body Skills Development follows the same format as the other Oklahoma materials. There is no separate list of term definitions. Definitions are given within the content area.

Performance objectives for this module include:

- Recognition of the importance of body skills experiences in the curriculum and provision of daily opportunities for fine and gross motor activities
- Demonstration of the importance of self-concept development through body skills experiences.

The following information is presented sequentially:

- Developmental stages of motor development and the interrelationship of all areas of development, maturation, and learning
- Teacher's role in guiding and promoting fine and gross motor skills through activities planned, and materials and equipment provided.

Learning activities follow an established set of tasks used throughout. The Oklahoma materials require the intern to:

- Develop five resource units in body skills development
- Evaluate the field site's learning center for body skills and child care center's materials and equipment
- Conduct and evaluate a field trip on this topic
- Arrange and invite a community visitor to the classroom, evaluate the session

- Observe another center and evaluate its program for motor development
- Evaluate stories concerning body skills.

Specific instructions are given for the learning activities. Forms accompany the descriptions of most tasks.

A list of books on related topics is included in the supplemental materials.

DOCUMENT 100.

	I	COMPETENCIES
X	II	
X	III	
X	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

Oklahoma Advisory Council and Oscar Rose Junior College. Musicology. Revised Edition. Midwest City, Oklahoma: Oklahoma CDA Advisory Council and Oscar Rose Junior College, 1976, 58 pp. n.p.

SUBJECT INDEX: Cognitive. Creative. Creative materials and activities. Group management. Incidental teaching. Individual strength. Language. Learning centers. Listening activities. Motor skills. Movement. Music. Musical instruments. Physical. Planning. Rhythmic activities. Self-concept. Skill teaching.

DESCRIPTION: Musicology is organized in the same fashion as the other Oklahoma CDA materials. Performance objectives include:

- Demonstrating the importance of music and its enjoyment in the preschool curriculum
- Providing a music center, materials, and activities for the development of music concepts
- Utilizing music to guide children's behavior, to teach concepts not related to music, and to develop auditory and motor skills.

Definitions for musical terms used in the module are provided.

The content includes information on the function of music for the preschool curriculum and the role of the teacher in providing music experiences in the preschool.

The learning activities described are designed to involve the intern in using music as a teaching tool for many areas of the curriculum. Music can be used in a variety of ways, such as listening, aiding individual and group activities, constructing visual aids, and meeting individual needs. In addition, the community is integrated with the child care center through the conducting of a field trip and through having center visitors to provide music enrichment.

The supplemental materials include a list of books and pamphlets related to the use of music in the preschool.

DOCUMENT 101.

Oklahoma CDA Advisory Council and Oscar Rose Junior College. Health for Young Children. Revised Edition. Midwest City, Oklahoma: Oklahoma CDA Advisory Council and Oscar Rose Junior College, 1976, 81 pp. n.p.

XX	I	COMPETENCIES
X	II	
	III	
	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

SUBJECT INDEX: Dental health. Environment. Food preparation. Healthy. Meals. Nutrition. Physical. Recordkeeping, Safe.

DESCRIPTION: Health for Young Children is similar to the Oklahoma module, Safety for Young Children, and follows the organizational structure of all the Oklahoma materials. The rationale for this module is to assist the intern in providing:

- An environment conducive to positive health and safety practices
- Experiences which promote positive health and safety practices in each child in the child care center.

Performance objectives stated for this module include acquiring both a knowledge base and demonstrated ability in recognizing symptoms of illness and injury, providing appropriate treatment of illness or injury, recognizing safety hazards in and around the child care center, and teaching positive health habits to children.

Individualization for this module occurs through the intern's studying the performance objectives, having a conference with the field advisor, and reaching consensus on demonstrated abilities and areas of additional training necessary.

All content information needed is supplied in the module. Content provided in Health for Young Children includes:

- Descriptions of healthy children and school personnel
- Characteristics of a healthy physical environment
- Health policies and procedures for the child care center
- Strategies for teaching health care habits
- Discussion of sanitation and nutrition.

Learning activities include the usual set of experiences required for completion in most Oklahoma modules (see Document 99). In addition, the intern conducts a health survey of his/her preschool environment and a survey of records kept at the center, and develops a daily health check system. Each learning activity requires turning in some form of written work. No observations of the intern are specified in the module although they are implied in the performance objective statements. Other criteria for post-appraisal are not listed.

The bibliography of supplemental resources includes books, pamphlets, periodicals, films,filmstrips, children's books and resource organizations related to health topics.

DOCUMENT 102.

Oklahoma CDA Advisory Council and Oscar Rose Junior College. New Dimensions in Art. Revised Edition. Midwest City, Oklahoma: Oklahoma CDA Advisory Council and Oscar Rose Junior College, 1976, 76 pp. n.p.

	I	COMPETENCIES
X	II	
X	III	
X	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

SUBJECT INDEX: Art. Cognitive. Creative. Creative materials and activities. Guiding children. Incidental teaching. Individual differences. Physical. Self-concept. Social/emotional competence. Stages of development.

DESCRIPTION: New Dimensions in Art is intended to help the intern to develop competencies in:

- Understanding the developmental stages of art expression
- Providing a wide variety of art media and activities for exploration and development by the child.

Following the Oklahoma format, performance objectives are listed as competencies the intern will have upon completion of the module. The performance objectives cover:

- Providing creative, incidental, and varied media art activies for the discovery of concepts not specifically related to art
- Understanding the stages of development of art expression
- Establishing and maintaining an art center as part of the classroom.

All essential content information is provided in the module and includes the basic knowledge needed for the content area. Content information presented includes:

- Discussion of the creative process
- Description of the stages of creative art expression
- Interpretation of children's artwork
- Strategies for teaching art and techniques for guiding children in art activities
- Discussion of value of art in the total development of children.

Having completed a pre-appraisal, the intern then completes the learning activities necessary to demonstrate competency in all the performance objectives. The learning activities in the Oklahoma modules contain specific instructions, predesigned forms and written documentation to be turned in upon completion of the assigned activity. In addition to 12 learning activities basic to most of the Oklahoma materials, this module has two additional learning activities. They are to:

- Compare the utilization of two art media used by two groups of children on an accompanying form
- Identify the developmental processes of children which could be strengthened through art activities by filling in an attached chart.

No post-appraisal or observation criteria are listed for the learning activities; however, demonstrated competence is implied in the statements of the performance objectives.

The bibliography of supplemental materials contains a listing of books, pamphlets, and films available on the subject of art.

	I	COMPETENCIES
X	II	
X	III	
X	IV	
X	V	
X	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

DOCUMENT 103.

Oklahoma CDA Advisory Council and Oscar Rose Junior College. Children with Special Needs. Revised Edition. Midwest City, Oklahoma: Oklahoma CDA Advisory Council and Oscar Rose Junior College, 1976, 72 pp. n.p.

SUBJECT INDEX: Case study. Children with special needs. Environment. Group management. Guiding children. Handicapped children. Home/center. Individual differences. Mentally retarded children. Parents. Physical. Planning. Recordkeeping. Referral and rehabilitation. Self-concept. Speech. Stages of development.

DESCRIPTION: This module focuses on assisting the intern in recognizing the special needs of children and in interacting with children to foster their entire growth and development. Following the Oklahoma CDA module organizational pattern, performance objectives are stated in terms of what the intern will be able to do upon successful completion of this module. For example, the intern will be able to define "special needs" in development and describe those which require specialized treatment.

After the intern studies the objectives, a pre-appraisal conference is held with the field advisor to determine which objectives can possibly be demonstrated on-site and which objectives need to be assigned for work in the module.

All content information is contained within the module, beginning with a lengthy list of terms and their definitions. Other essential content presented covers:

- Identification and appraisal of children with special needs
- Behavioral characteristics symptomatic of special needs
- Staff training and preparation for mainstreaming children with special needs
- Strategies for working with children with special needs
- Community resources and referrals
- Physical and psychological self-concept development.

Learning activities are related to the performance objectives and are completed during the intern's field experience. Specific instructions and predesigned forms are provided the intern for each learning activity. Learning activities included in Children with Special Needs, which would assist in developing competency in the performance objective stated above, include:

- Writing a case study of a child suffering from abuse and/or neglect
- Appraising an individual child and planning five activities to meet his/her special needs
- Self-evaluating one's attitudes toward children with special needs by using an attitude inventory included in the module.

After completing the learning activity, the intern turns in written documentation of the activity. No post-appraisal criteria are contained in the module.

An extensive bibliography listing films, books, pamphlets, and cassette tapes is included as supplementary material related to children with special needs.

DOCUMENT 104.

	I	COMPETENCIES
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X	VI	
	Personal Capacities	
X	Individual-ization	
	Academic/ Field Int.	
	Pre & Exit Appraisal	
X	Portfolio Documentation	
	Bibliography	
FS AC AT	Media Materials	
C	Format	

Kurtz, D. P. Observation Skills for Child Development Personnel. University Park, Pennsylvania: Department of Individual and Family Studies, Pennsylvania State University, 1975, $130.00

Accompanying media materials:

Filmstrips: 1) Introduction, Modules 1 and 2

2) Modules 3 and 4

3) Module 5

4) Modules 6, 7, and 8

5) Module 9

6) Module 10

An audio cassette tape accompanies each filmstrip.

SUBJECT INDEX: Observation of behavior. Recording of behavior. Self-evaluation. Staff.

DESCRIPTION: Observation Skills for Child Development Personnel is a teaching program designed to instruct interns or students to observe in a systematic way. The objectives are to help interns or students:

1) Differentiate between systematic and non-systematic forms of observation

2) List observation purposes

3) Identify what is to be observed

4) Use five types of observation techniques successfully

5) Use information gathered through observation to make decisions about children's development, one's own performance in the child development program, or the performance of supervised teacher or teacher aide.

The program consists of ten separate modules. The content of each module is presented on audiotape and supplemented by the filmstrips. A study guide, presented in workbook format, includes field assignments. A script of the audiotapes is also provided.

DOCUMENT 105.

Baily, R. Art. Revised by Carol D. Larsen, Anchorage, Alaska: Rural Alaska Community Action Program, 1976, 96 pp. n.p.

X	I	COMPETENCIES
X	II	
	III	
	IV	
	V	
	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
AC C	Media Materials	
ISC	Format	

SUBJECT INDEX: Art. Child development theory and principles. Creative. Creative materials and activities. Environment. Physical. Planning. Room arrangement. Self-evaluation. Stages of development. Tempera painting.

DESCRIPTION: The modules from the Alaska Community Action Program have the same organization. Each one adheres to the format outlined below:

1) Competency checklist/assignment sheet: This sheet is used, after the pre-appraisal, when assigning activities to the intern. Dates for completion of activities are included to help the intern organize his/her time. The date of competency is filled in by the field advisor when the intern has completed all the assigned activities and has demonstrated competency during the post-appraisal. Individualization occurs through the completion of this checklist/assignment sheet.

2) Explanation of competency-based education

3) Materials: Reading and supplies needed to complete the module

4) Vocabulary words to be learned for a particular module

5) Pre-appraisal tool: The pre-appraisal tests are given at the workshops before the intern is given the module. The test is diagnostic for each module objective and includes vocabulary definitions, open-ended statements, and explanations of activities related to the subject area. The pre-appraisal test determines which activities will be assigned to the intern by the field advisor.

6) Objectives: Each module is organized by objectives. They contain:

   - Statement of the learning objective: behavioral statements which describe what the intern will know or be able to do upon completion of the objective

   - Vocabulary words and definitions for which the intern will be held responsible.

   - Learning Activities: Learning activities include reading and classroom assignments related to the objective. These are the assignments which the intern needs in order to become competent in the objective. Required activities and alternative activities are delineated by the type of print used. Further individualization is available by the use of alternative learning activities.

- Post-appraisal: The post-appraisal activities are completed during the field advisor's on-site visit. All post-appraisal activities must be completed. In some of the revised modules, the intern is assisted in preparing for the post-appraisal by further instructions for getting ready for the on-site visit. In other modules, the intern uses the post-appraisal tool itself to prepare for the visit of the field advisor.

  To assist the field advisor in evaluating the post-appraisal observations, a "Guideline for the Instructor's Evaluation of the Post-appraisal" is included after each objective in the revised modules. The use of this guideline sheet is optional.

- Activities: The content, information forms, and directions for each learning activity are presented separately and in more detail. The intern can readily identify the activities assigned to him/her to complete to become competent in fulfilling the objective.

- Bibliography: All the materials which were used by the authors and/or revisors of the module are listed.

Each module is color-coded to separate the sections within and is illustrated with original artwork.

The module, Art, has five objectives:

- Learn the sequence of development in young children's art in order to plan appropriate art activities

- Arrange classroom space and materials for art so that children will want to use them and can work conveniently

- Become familiar with many kinds of art materials and activities so the children can enjoy a wide variety of art experiences

- Use art activities in the classroom so that they are enjoyable and encourage creative expression

- Identify and discuss the basic elements of art found in the artwork of preschoolers.

In order to complete the learning activities related to the objectives, one book:

> Cherry, C. Creative Art for the Developing Child, Belmont, California: Fearon Publishers, 1972,

is required reading and several other books are needed as supplemental reading materials. In addition, preschool art supplies, camera, film, and cassette recorder and tape are needed. Many of the activities are mailed to the field advisor since, because of the distances involved, the field advisor visits the center only twice a semester. Examples of learning activities for this module are seen in the following instructions:

- While the children are engaged in an art activity, evaluate the art area in your classroom using the attached evaluation sheet. Take a picture(s) of the art area as it looks now. Mail the evaluation sheet and picture(s) to your field advisor.

- Read "Considering General Development," pp. 23-25, of this objective. You will learn four things to think about in order to plan projects that are appropriate for the child's developmental level.

In the post-appraisal activities listed for this module, the intern must demonstrate vocabulary comprehension through discussions with the field advisor, answer questions related to the knowledge base acquired in the readings, conduct an art activity while being observed, and demonstrate the ability to use space, activities, and media to allow for creative expression in the children.

The module ends with a bibliography of books and pamphlets related to young children's art experiences. The sources listed were used by module developers and/or revisors.

XX	I	COMPETENCIES
X	II	
	III	
	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
AC VT F FS	C Media Materials	
ISC	Format	

DOCUMENT 106.

Zuelow, M. J. Orientation to Education: Environments for Learning. Revised by Betty Arnett. Anchorage, Alaska: Rural Alaska Community Action Program, 1976, 143 pp. n.p.

SUBJECT INDEX: Cooking activities. Environment. Equipment. Furniture. Learning centers. Learning theory. Lesson plans. Manipulative materials. Planning. Space.

DESCRIPTION: Environments for Learning is the first of three modules in the "Orientation to Education" package. Extensive media materials are needed to complete the learning activities contained in the module. Required reading materials are:

1) Space For Learning. DHEW Publication No. (OCD) 72-51. Bureau of Head Start and Child Service Programs, 1972.

2) Taylor, B. K. When I Do, I Learn. Provo, Utah: Brigham Young University Press. 1974.

The objectives of the module progress from those more easily learned, such as evaluating the space available and describing changes for a better learning environment, to the more complex, e.g., organizing one's thoughts concerning aids and hindrances to learning.

Following the usual process employed in Rural Alaska CAP materials, the module begins with a pre-appraisal tool used as a diagnostic test. The intern responds to questions related to each of the module objectives. Having completed the pre-appraisal, the intern continues by doing only those assigned activities needed to demonstrate competency in any or all of the module objectives.

In addition to the required reading and use of audiovisual materials, content information includes a case study of planning an environment, criteria for classroom arrangement, suggestions for room arrangement, brief summaries of four early childhood programs, sample activities for learning centers and sensory involvement through cooking. The content information is needed to complete an accompanying learning activity.

Learning activities for the objectives include diagram sheets, checklists, forms, activity sheets, observation checklists, evaluation sheets, and activity planning sheets for the intern to use and mail to the field advisor.

Each objective in this module includes an activity for the intern to complete in getting ready for the post-appraisal. In addition to the "Guidelines for the Instructor's Evaluation of Post-Assessment," the field advisor is provided checklists for observation of the classroom arrangement. These are to be completed during the post-appraisal.

All of the paperwork serves to document the intern's competency in the module objectives and can be used in the development of the final assessment portfolio.

DOCUMENT 107.

	I	COMPETENCIES
X	II	
	III	
X	IV	
	V	
X	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
	Bibliography	
AC C	Media Materials	
ISC	Format	

Zvelow, M. J. Orientation to Education: Tasks of Teaching. Revised by Betty Arnett. Anchorage, Alaska: Rural Alaska Community Action Program, 1976, 150 pp. n.p.

SUBJECT INDEX: Administration and management. Cognitive. Communication. Emotions and feelings. Environment. Goals. Group management. Guiding children. Planning. Recordkeeping. Roles. Scheduling. Staff.

DESCRIPTION: The module, Orientation to Education: Tasks of Teaching, is the second module in the Orientation to Education pack of three. It is designed primarily to assist the intern in developing an understanding of the:

- Relationship between the program goals, educational goals and the management functions of a child care facility
- Tasks or roles of a teacher, i.e., to be an instructor, a caring person, a decisionmaker, a classroom manager, and a report writer.

The pre-appraisal tool contains a comprehensive set of recordkeeping forms to be filled in as well as other questions, related to each specific modular objective, which require the intern to write a paragraph, fill in the blank, compile a list, or draw a flow chart. Based on the pre-appraisal, assignments are made for completing parts or all of the activities listed under each objective.

Within the list of materials needed to complete this module is a camera and film, cassette recorder and tape, and required reading from:

1) What About Discipline? Cambridge, Mass.: Exploring Childhood, Education Center, Inc., 1975, (a pamphlet).

2) Taylor, B. J. When Do I Learn. Provo, Utah: Brigham Young University Press, 1974.

Content information included in the module discusses the tasks of teaching, nursery school schedules, individualization for one child and the group, a listing of classroom management tasks and effective staff communication.

Several of the objectives in this module have special activities to be completed in preparation for post-appraisal, such as a self-evaluation and evaluation of the other staff in relation to communicating effectively. Post-appraisal activities for the field advisor involve discussions to check vocabulary comprehension and knowledge base, observations of the intern implementing the tasks of teaching and complying with a daily schedule, and checking the completed records. Guidelines are provided in the post-appraisal for the field advisor.

DOCUMENT 108.

Arnett, B., Larsen, C., et al. Orientation to Education: Understanding Behavior. Revised Edition. Anchorage, Alaska: Rural Alaska Community Action Program, 1976, 89 pp. n.p.

SUBJECT INDEX: Culture. Diary. Group management. Guiding children. Home/center. Individual strength. Lesson plans. Observation of behavior. Recordkeeping. Reinforcement. Self-concept. Sex roles.

DESCRIPTION: The module, Understanding Behavior, is the final part of the orientation to education trio of modules. It combines work in the Functional Areas of self-concept, group management, and home/center with special emphasis on the role that guidance procedures play in helping a child develop a positive self-image (Competency Area III), in observing and recording the behavior of children in order to meet their individual needs (Competency Area VI), and in helping parents to understand the behavior of the preschool child (Competency Area V).

	I	COMPETENCIES
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XX	III	
XX	IV	
X	V	
X	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
AC C	Media Materials	
ISC	Format	

Emphasis is on the intern's becoming knowledgeable about behavior through:

- Reading, viewing films and videotapes, making observations, and taking part in discussions
- Responding appropriately to hypothetical situations
- Trying out behavior management techniques in the classroom
- Involving parents in program activities.

Each objective depends on performance of specific activities with accompanying forms to be completed in preparing for post-appraisal. The actual post-appraisal occurs during a one-day site visit by the field advisor. During this time the intern is observed implementing:

- An individual and group lesson plan to improve self-image
- Activities with a parent volunteer in the classroom
- Child guidance techniques.

Other post-appraisal activities involve discussions to demonstrate vocabulary understanding; knowledge of behavior; techniques of observing and recording child behavior; and increased parental understanding of the preschool child.

Required reading for this module is compiled from several pamphlets and eight books. The module provides an extensive list of activities for the parent and child to do at home, suggestions for the development of a parent-involvement program, examples of types of records kept on children, and a discussion of self-image development in the preschool.

DOCUMENT 109.

Bovee, E. S. Child Development: The Infant. Revised by Carol D. Larsen. Anchorage, Alaska: Rural Alaska Community Action Program, 1976, 105 pp. n.p.

	I	COMPETENCIES
	II	
	III	
	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
AC	Media Materials	
ISC	Format	
Module		

SUBJECT INDEX: Adult-child interaction. Child development theory and principles. Cognitive. Developmental tasks. Emotions and feelings. Evaluation of children. Human development. Language. Observation of behavior. Physical. Piagetian tasks. Recording of behavior. Social. Stages of development. Supplementary resource materials.

DESCRIPTION: This module is the first of three modules in the area of child development. The three modules, The Infant, The Preschooler, and The School Age Child, are considered theory modules and may require a different approach by the field advisor. As The Infant relates to children under the age of 3 years, it is included as supplementary resource material. Following the organizational pattern for Alaska CAP materials, The Infant contains performance objectives that will give the intern knowledge about:

- Methods of child study
- Influences of environment and heredity
- Factors influencing prenatal development
- Physical development from conception through 2 years
- Cognitive development of an infant according to Piaget
- Social and emotional development in infancy
- Temperamental differences in infants
- Language development.

This module contains an extensive list of vocabulary words needed to complete the learning activities. Extra vocabulary activities are suggested for the field advisor.

The pre-appraisal tool contains writing definitions to the required vocabulary, open-ended questions, fill-in the blank statements, and discussion questions related to the module objectives. Following the pre-appraisal, the learning activities are individually assigned using the competency checklist assignment sheet.

In addition to required reading in:
Ambron. Child Development. San Francisco, California: Rinehart Press/ Holt, Rinehart and Winston, 1975.
and completing a self-correcting workbook:
Katzev and Miller. Self-Scoring Workbook. San Francisco, California: Rinehart Press/Holt, Rinehart and Winston, 1975.
and viewing films, the module requires the intern to conduct other unique learning activities in studying infancy: taping a conversation with an identical twin, drawing a family tree, interviewing a family, playing with an infant, going on a trip with a mother and child, and recording the speech of toddlers. The necessary forms and activity planning sheets, along with specific instructions, are provided for the intern.

Information presented in this module covers three methods of studying children (observative, clinical, and experimentative), discusses how to observe children effectively; describes Piaget's cognitive theory of development; and gives descriptive case histories denoting temperamental differences in infants.

Some of the objectives in this module require specific activities for getting ready for the post-appraisal; others do not. The post-appraisal, conducted on-site during the field advisor's visit, involves:

- Listening to tapes of infant language development and discussing them with the intern

- Reviewing the notes taken during observations of infants by the intern and discussing them

- Discussing the vocabulary in order to check for comprehension

- Discussing the part of the intern and the field advisor so that the intern may demonstrate knowledge required in the completion of the learning activities.

The "Guidelines for the Instructor's Evaluation of Post-Assessment" provided the field advisor for each objective in the module are particularly helpful as there are no observations included in the post-appraisals for this module.

The module concludes with a comprehensive bibliography of available resources for use by the field advisor. Not all of the resources were employed in the writing of the child development modules. This bibliography is also to be used in The Preschooler and The School Age Child modules.

DOCUMENT 110.

Bovee, E. Child Development: The Preschooler. Revised by Carol D. Larsen. Anchorage, Alaska: Rural Alaska Community Action Program, 1976, 74 pp. n.p.

	I	COMPETENCIES
XX	II	
	III	
X	IV	
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	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
	Bibliography	
AC	Media Materials	
ISC	Format	

SUBJECT INDEX: Bilingual. Child development theory and principles. Cognitive. Developmental tasks. Emotions and feelings. Guiding children. Human development. Language. Motor skills. Physical. Piagetian tasks. Social. Stages of development.

DESCRIPTION: The module, Child Development: The Preschooler, is the second in a series of three child development modules. It focuses on the physical, cognitive, language, and social/emotional development of a preschool child. Performance objectives require the intern to:

- Observe and describe the normal course of physical, social, emotional, language, and cognitive development in children ages 2 through 5 years
- Analyze and compare individual children in terms of their developmental status
- Interpret principles of child development in discussions with the field advisor
- Recognize common behavior and personality problems and be familiar with the effects of punishment on child behavior.

A separate performance objective, with accompanying learning activities, is specified for each area of development.

The pre-appraisal tool for this module follows the format of the other modules and serves as a basis for individualization through the learning activities to be assigned after its completion.

Following the introductory workshop, the intern returns to his/her community and completes the assigned learning activities in the classroom and community. The reading and workbook assignments continue in the materials required for the child development series. Other learning activities involve the intern in a gamut of experiences:

- Observing preschool children
- Testing children
- Viewing films in the workshop

- Recording children's responses to a series of questions

- Comparing developmental stages of children

- Taping responses of an older person in the community to questions about child behavior

- Comparing the speech of a child from an English-speaking home with that of a child from a bilingual home.

Content information presented in this module includes a discussion of the normal development of pre-school children, an introduction to Piaget's ideas on the intellectual development of a pre-schooler, a chart on language development in preschoolers, a discussion of pre-schoolers' behavior -- what is normal and what is not -- and an analysis of the effects of punishment on child behavior.

Post-appraisal activities require the intern to integrate program activities, characteristics of preschool children, learning theory, and comprehension of vocabulary. They include:

- Showing vocabulary comprehension

- Demonstrating the ability to observe various developmental aspects of pre-schoolers

- Demonstrating the ability to identify various developmental levels in pre-school children

- Recognizing, describing, and giving examples of kinds of problem behavior

- Answering questions on punishment.

The bibliography of resources for the field advisor's use is identical to that of the module, The Infant.

DOCUMENT 111.

Bovee, E.S. Child Development: The School Child. Revised by Carol Larsen. Anchorage, Alaska: Rural Alaska Community Action Program, 1976, 59pp. n.p.

SUBJECT INDEX: Child development theory and principles. Cognitive. Emotions and feelings. Human development. Physical. Piagetian tasks. Reinforcement. Self-concept. Social. Stages of development. Supplementary training materials.

	I	COMPETENCIES
	II	
	III	
	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
	Academic/ Field Int.	
X	Pre & Exit Appraisal	
	Portfolio Documentation	
	Bibliography	
AC	Media Materials	
	Format	
Module		

DESCRIPTION: The entire focus of this module is on the developmental stages of children ages 6 to 12 years. It is intended to provide the intern with a knowledge base in child development beyond the preschool years. Performance objectives require the intern to:

- Describe the cognitive, social, and emotional development of school age children
- Describe the development of self-awareness and discuss the relationship between physical development and self-esteem
- Describe behavior and personality problems in school age children and be familiar with methods of dealing with them.

Learning activities related to the performance objectives require the intern to read in the required text:

Ambron, S.R. Child Development. San Francisco, California: Rinehart Press/Holt, Rinehart, and Winston,'1975

and to complete assignments in the accompanying workbook:

Katzev and Miller. Self-Scoring Workbook. San Francisco, California: Rinehart Press/Holt, Rinehart, and Winston, 1975.

Other learning activities take the intern into the community to:

1) Observe, interview, and tape school age children at different levels of development in various tasks

2) Interview and record an elderly person discussing self-esteem

3) Interview and tape a village leader discussing delinquency in the community.

Post-appraisals are conducted by extensive discussions with the field advisor.

The bibliography is identical to the one contained in the module, The Infant.

DOCUMENT 112.

	I	COMPETENCIES
XX	II	
	III	
X	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
AC	Media Materials	
ISC	Format	

Eisenbart, P. Language. Revised by Carol D. Larsen. Anchorage, Alaska: Rural Alaska Community Action Program, 1976, 117 pp., n.p.

SUBJECT INDEX: Books. Cognitive. Communication. Finger plays. Group management. Language. Library. Listening activities. Manuscript writing. Motor skills. Perception. Perceptual-motor development. Poetry. Speech. Storytelling. Vocabulary.

DESCRIPTION: The module, Language, is concerned with helping the intern to demonstrate competency in the following objectives:

- Plan and implement activities which develop auditory and visual perception in young children
- Plan and implement activities which develop listening skills; use teaching methods which develop good listening habits
- Plan and implement activities which develop skill and ability in the verbal communication of young children
- Plan and implement activities which help children develop pre-writing skills and abilities
- Choose and present appropriate stories and books providing children with enjoyment and enrichment
- Use poetry and finger plays for enjoyment and enrichment while aiding language development.

As in the other Rural Alaska CAP materials, the intern completes the pre-appraisal test and is assigned individualized activities to demonstrate his/her competency in each objective through the use of the competency checklist/assignment sheet. Pre-appraisal items relate to each of the objectives and include manuscript writing skills; selecting books, poems, and finger plays for use with preschoolers; and writing the words of some of the selected poems and finger plays.

Required reading for this module is:

> Scott, L.B. Learning Time with Language Experiences. New York, New York: McGraw-Hill Book Company, 1968.

Other books are listed as supplemental readings; classroom supplies, a cassette tape recorder, and tapes are required to complete the module.

The learning activities, both required and alternative, include readings and intern activity selection from a list of many options for completion and mailing to the field advisor. Forms for all activities, including "Activity Planning Sheets," are provided for the intern. All forms to be mailed to the field advisor are color-coded and removable for mailing. The cassette tape is used to record certain activities, such as storytelling, to self-evaluate and mail to the field advisor. A list of good books for preschoolers is included in the module.

Post-appraisal activities involve the intern in activities such as:

- Demonstrating through discussion an understanding of the required vocabulary words
- Selecting and implementing, while being observed, activities related to the various objectives of the module
- Demonstrating techniques of group management.

DOCUMENT 113.

Eisenbart, P. Math. Revised by Betty Arnett. Anchorage, Alaska: Rural Alaska Community Action Program, 1976, 58 pp. n.p.

SUBJECT INDEX: Cognitive. Creative materials and activities. Environment. Equipment. Mathematics. Skill teaching.

DESCRIPTION: As one in the series of Alaska CAP modules, Math includes information on the planning and implementation of math-oriented activities in the preschool classroom. A feature of the Alaska modules is the use of the workshop in a large community as a basis for introducing the module and for providing content and activity enrichment through viewing of films, making materials from otherwise unavailable supplies, and group sharing.

The performance objectives are designed to help the intern:

- Become aware of math concepts usually introduced in a preschool program and choose activities to teach them
- Discover materials useful in teaching math activities and be able to prepare and use them in the classroom
- Achieve ability to integrate math into the full day of preschool activities.

As in all the Rural Alaska CAP materials, the pre-appraisal tool instructs the interns to complete what they can and to omit the rest. Pre-appraisal items, related to the objectives, draw upon both a knowledge base and prior experience in teaching math to preschool children. The individualized approach to the module is then completed using the competency checklist assignment sheet.

Materials required for this module are a camera and film, cassette recorder and tape, and materials related to the required text:

Baratta-Lorton, M. Workjobs. Boston, Massachusetts: Addison-Wesley Publishing Company, 1972.

Other books, pamphlets, and materials are listed as supplementary. The required and supplemental materials for all Rural Alaska CAP modules are available to the intern through the local Head Start agency library or the Anchorage Head Start office.

X	I	COMPETENCIES
XX	II	
	III	
	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
AC C	Media Materials	
ISC	Format	

Included in this module are learning activities to be completed at the workshop, such as making math materials from supplies not available in the local community. Content information included in the module covers materials useful in teaching math activities and a description of mathematics activities in the preschool environment. Other learning activities include selecting "workjobs" for the ability level of the children in the classroom, making math materials from local supplies, observing and logging math activities in the classroom, and integrating math throughout the daily schedule. "Activity sheets" are provided for the intern's use.

Each objective in this module contains instructions for the intern in getting ready for the post-appraisal. Specific planning sheets and forms are provided for the intern to complete prior to the on-site visit of the field advisor. Within the "Guideline for the Field Advisor's Evaluation of the Postassessment" are discussions with the intern concerning planning and his/her knowledge base; and demonstration of competency for each modular objective.

DOCUMENT 114.

X	I	COMPETENCIES
XX	II	
	III	
	IV	
	V	
	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
AC CR	Media Materials	
ISC	Format	

Booker, C. Music. Revised by Betty Arnett. Anchorage, Alaska: Rural Alaska Community Action Program, 1976, 109 pp. n.p.

SUBJECT INDEX: Child development theory and principles. Cognitive. Community. Creative. Creative materials and activities. Dance. Emotions and feelings. Finger plays. Language. Listening activities. Movement. Music. Musical instruments. Physical. Planning. Rhythmic activities. Singing. Stages of development.

DESCRIPTION: The module, Music, encompasses knowledge related to the entire preschool music program. Upon completion, the intern will be able to:

- Choose, learn, and teach simple songs to children in such a way that children understand that singing can be fun
- Organize music equipment and supplies and complete a file on musical experiences
- Plan and teach movement and rhythm activities in an enjoyable and creative way
- Select and use recorded music in a variety of ways
- Use people in the community to enrich the musical program in the preschool
- Use musical activities to enrich other areas of learning throughout the preschool.

Emphasis is placed on the intern's personal feelings regarding his/her own singing and musical capabilities. Interns work toward developing new ideas for using music throughout the school day and approaching all aspects of musical experiences enthusiastically.

In addition to the required reading material:

> Cherry, C. Creative Movement for the Developing Child. Revised Edition. Belmont, California: Lear Siegler, Inc./Fearon Publishers,

this module lists raw materials, camera and films, cassette tape recorder and tapes, record player and records, and the file box materials required to complete the learning activities.

As is typical of the revised modules, simplified definitions of the vocabulary words needed to complete the module can be found listed with the objectives; however, the field advisor may assign a cassette tape requiring that each word be pronounced correctly and a fuller explanation of the meanings be given.

After completing the pre-appraisal tool, including activity planning sheets and the competency checklist/assignment sheet, the intern continues by completing the individually assigned learning activities to demonstrate competency in each objective.

Within the learning activities included in this module are suggestions and directions for activities involving:

- Instrument construction
- Use of "junk" materials
- Movement
- Sounds
- Rhythm bands
- Recorded music.

One of the performance objectives requires the intern to compile a musical file containing sections on inventory, songs to sing, movement, rhythm instruments, music for listening, music people, and music all day. Community involvement is encouraged by inviting community members to the classroom to provide musical enrichment.

Post-appraisal activities are conducted during a 3-day site visit by the field advisor. Each objective lists specific activities for the intern to complete in getting ready for the post-appraisal. During the on-site visit the field advisor:

- Checks for vocabulary comprehension
- Observes the intern conducting various music activities
- Listens to past activities recorded on tape and discusses them with the intern
- Reviews the musical file compiled by the intern
- Observes the intern's use of space, materials, and activities in integrating music throughout the day.

As the field advisor conducts the post-appraisal, written comments are added to the intern's planning sheets to serve as documentation of strengths and further training needs.

The bibliography for this module lists only the resources used in developing and/or revising the module.

DOCUMENT 115.

X	I	COMPETENCIES
XX	II	
X	III	
	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
C	Media Materials	
ISC	Format	

Eisenbart, P. Science. Revised by Betty Arnett. Anchorage, Alaska: Rural Alaska Community Action Program, 1976, 101 pp. n.p.

SUBJECT INDEX: Books. Cognitive. Creative. Creative materials and activities. Curriculum. Environment. Individual differences. Planning. Science. Sensory learning.

DESCRIPTION: Science has as its major purpose to develop the competence of the intern in selecting, planning, and implementing science projects appropriate for the preschool child. Emphasis is placed on selecting activities according to the needs and science interests of the children in the group and on integrating science activities into all parts of the daily curriculum.

Required for completing the reading and some of the learning activities is a science kit:

> Althouse, R. and Main, C. Science Experiences for Young Children. New York, New York: Teacher's College Press, Columbia University.

Content information and learning activities are consistent with the objectives and include:

- Recording science-related conversations of children
- Conducting a "Check for Science Skills" with each child in the classroom
- Talking with a kindergarten or first grade teacher about her science program.

Post-appraisal conducted during the field advisor's on-site visit involves extensive discussions between the intern and field advisor concerning the "Check for Science Skills" and module objectives. In addition, the intern is to be observed conducting two science activities.

A bibliography of resources used in the module is included.

DOCUMENT 116.

Eisenbart, P. Social Sciences. Revised by Carol D. Larsen.
Anchorage, Alaska: Rural Alaska Community Action Program, 1976,
95 pp. n.p.

	I	COMPETENCIES
X	II	
X	III	
X	IV	
X	V	
	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
AC	Media Materials	
ISC	Format	

SUBJECT INDEX: Adult-child interaction. Body image. Books. Cognitive. Community. Emotions and feelings. Field trips. Group management. Guiding children. Home/center. Individual strength. Interpersonal relationships. Parents. Physical. Planning. Self-concept. Social.

DESCRIPTION: Having completed the pre-appraisal and conference with the field advisor, the intern continues to follow the Alaska CAP process for module completion by reading the objective, studying the vocabulary, completing the selected reading and other assigned activities, mailing the written or taped activity to the field advisor, and preparing the post-appraisal.

This module, Social Sciences, combines the topics of self-concept and social studies based on the premise that a child views the world and his/her place in it in ever-expanding circles based on his/her view of him/herself. The intern is required to demonstrate competency in four major performance objectives. He/she must be able to:

1) Plan activities and everyday opportunities to help children develop a positive self-image

2) Plan and implement activities that help children in their relationships with others

3) Plan and implement activities that help children to understand their relationships to home and family

4) Plan and implement activities that allow preschoolers to explore the community.

Activities involve the intern in creating and using methods and activities to raise children's self-esteem, increasing their own awareness of guidance techniques, making and analyzing tape recordings of conversations with children about social science-related children's books, conducting field trips, and implementing activities in the housekeeping area. Lists of books and activities are provided; from these, the intern can select experiences appropriate to the needs of the group.

Post-appraisal activities conducted during a site visit by the field advisor require that the intern be observed implementing an activity in:

- Self-image awareness
- Family orientation
- Field trip followup
- Community learning.

Required reading material for this module is:

Croft, D. and Hess, R. Activities Handbook for Teachers of Young Children. Boston, Massachusetts: Houghton Mifflin Company, 1975.

Other materials are listed as supplemental readings.

DOCUMENT 117.

Arnett, B. and Larsen, C. *Instructor's Manual for Early Childhood Modules*. Revised Edition. Anchorage, Alaska: Rural Alaska Community Action Program, 24 pp. n.p.

SUBJECT INDEX: Communication. Community. Interpersonal relationships. Reinforcement. Supplementary resource materials.

DESCRIPTION: In the Rural Alaska CAP CDA Training Program, all training, with the exception of the introductory workshop, takes place in the field. It is the field advisor who is primarily responsible for maintaining the quality of training. This manual presents the background information needed for conducting training and describes the roles and responsibilities of the field advisor.

The manual is divided into sections with information and directions on the following:

1) Delivery system of CDA training: An introduction to competency-based education and an overview of the training process are given in this section.

2) Creating a good workshop: This section gives specific instructions to the field advisor on how to use the Rural Alaska modules in planning for the introductory workshop, the importance of developing an interpersonal relationship with the intern and his/her local field trainer, and the follow up activities to be performed after the workshop. Emphasis is on the process of CDA training. The roles and responsibilities of the field advisor within the structure of the system used by Rural Alaska CAP are explained in detail.

3) Working with individual modules: The organization of the recently revised modules is presented as follows:

- Child Development: The Infant

  The Preschooler

  The School Age Child

	I	COMPETENCIES
	II	
	III	
	IV	
	V	
	VI	
	Personal Capacities	
	Individualization	
	Academic/ Field Int.	
	Pre & Exit Appraisal	
	Portfolio Documentation	
	Bibliography	
	Media Materials	
	Format	
Manual		

- Orientation to Education: Environments for Learning
  - Tasks of Teaching
  - Understanding Behavior
- Music
- Math
- Teaching Preschool Art

Specific instructions, including answer sheets, and suggestions for teaching techniques, are provided for each of the revised modules.

In addition, helpful hints from evaluations of the first modules and training experiences are passed on to the field advisor.

The manual concludes with notes on printing for those agencies that wish to reprint the revised modules for their own use and distribution.

DOCUMENT 118.

Student Manual for Early Childhood Modules. Revised Edition. Anchorage, Alaska: Rural Alaska Community Action Program, 1976, 17 pp. n.p.

SUBJECT INDEX: Cognitive. Creative. Environment. Group management. Healthy. Home/center. Individual strength. Language. Physical. Safe. Self-concept. Social. Staff. Supplementary resource materials.

DESCRIPTION: Rural Alaska Community Action Program's Student Manual for Early Childhood Modules was designed to assist the intern in understanding the CDA concept and the process of Rural Alaska CAP CDA training. It delineates the CDA competencies, Functional Area, and assessment procedures, and serves as a means of orienting the new intern. The manual is divided into sections which include the:

- Rural Alaska CAP CDA training delivery process: The CDA program contains 30 credit hours - one credit for each module with three modules making up a three-credit course. The modules are self-paced. The modules are introduced at a college workshop and a pre-appraisal test is given prior to the intern receiving the module. The intern and field advisor then determine the activities to be assigned to complete the module by completing the Competency Checklist/Assignment Sheet. The intern then returns to his/her community and uses the module in working with the children in the preschool program. The field advisor comments on assignments mailed in and makes at least two on-site visits to the community for post-appraisal and determining competency in the subject area.

- Organization of the revised modules

- Listing of all 30 modules with notation of those which have been revised.

- CDA credential information: In this section, the CDA Consortium assessment process is described, final assessment portfolio information presented, and the Competency Areas and Functional Areas listed.

- Rural Alaska CAP information: An explanation of the Rural Alaska approach to career development, the training agreement to be signed by the Head Start intern, and the responsibilities of the Head Start training coordinator to oversee and monitor the training delivered by the college personnel are discussed.

X	I	COMPETENCIES
X	II	
X	III	
X	IV	
X	V	
X	VI	
	Personal Capacities	
	Individualization	
	Academic/ Field Int.	
	Pre & Exit Appraisal	
	Portfolio Documentation	
	Bibliography	
	Media Materials	
	Format	
Manual		

Helpful hints for the intern are interspersed throughout the Student Manual.

DOCUMENT 119.

HSST/CDA Staff. A Learning Module: Safe, Healthy and Learning Environment. Holly Springs, Mississippi: Rust College, n.d., 17 pp. n.p.

SUBJECT INDEX: Environment. Healthy. Learning center.
Safe.

DESCRIPTION: This learning module for Competency Area I explains methods for obtaining an operating license for a child care center in Mississippi, what procedures and types of equipment to use for safety, and how to keep health records on the staff and children. Instruction on types of field trips and precautions to be taken during field trips are given. Sample daily schedules and possible activities are also described.

Short quizzes on safety, health regulations, and learning activities are presented. Checklists are also provided to help the staff organize a center as close to ideal as possible.

XX	I	COMPETENCIES
	II	
X	III	
	IV	
	V	
	VI	
	Personal Capacities	
	Individualization	
X	Academic/ Field Int.	
E	Pre & [✓ Exit] Appraisal	
X	Portfolio Documentation	
	Bibliography	
	Media Materials	
ISC	Format	

DOCUMENT 120.

Palmer. R. A Module for Personal Hygiene. Holly Springs, Mississippi: Rust College, 1976, 8 pp. n.p.

SUBJECT INDEX: Healthy. Nutrition.

DESCRIPTION: The objectives of the course described in this module are to:

1) Define health and hygiene

2) Teach the intern what the three phases of a health education program are

3) Acquaint the intern with the value of health

4) Impart knowledge about mental and psychological health

5) Acquaint the student with Maslow's Basic Human Needs

6) Emphasize the value of good nutrition and personal fitness.

A quiz which may be used to evaluate what the intern has gained from the course in included. Interns completing the module should understand why good personal hygiene habits are desirable. The module is also intended to instill in them positive attitudes toward current health problems.

XX	I	COMPETENCIES
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	III	
	IV	
	V	
	VI	
	Personal Capacities	
	Individualization	
	Academic/ Field Int.	
X	Pre & Exit Appraisal	
	Portfolio Documentation	
	Bibliography	
	Media Materials	
I	Format	

X	I	COMPETENCIES
X	II	
X	III	
X	IV	
X	V	
X	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
	Portfolio Documentation	
	Bibliography	
	Media Materials	
I	Format	
Guide		

DOCUMENT 121.

Nelson, L., Klaus, V., and Pflug, D. A Guide to the Modules. St. Louis, Missouri: Child Development Associate Training Project, St. Louis Community College at Forest Park, n.d., 27 pp. $ .25.

SUBJECT INDEX: Self evaluation. Supplementary resource materials.

DESCRIPTION: A Guide to the Modules is the introductory document for the 17 modules prepared by St. Louis Community College at Forest Park CDA Training Project. The modules, written as study guides for CDA trainees, focus on the six CDA Competency Areas. The level of material assumes some experience, training (formal or informal), some developed competencies, and current involvement in a child care facility. Activities are included to focus the learning experiences, and resources are listed.

Explanations of a CDA and a comprehensive outline of the six Competency Areas, Functional Areas, and Personal Capacities are included along with charts demonstrating their relationship.

The 17 modules include the following components:

1) Introduction: a description of the relationship between module content and competency development

2) Assessment: an outline of the skills and knowledge that the trainee will have when competent in a particular area. Material can be used by the intern as a diagnostic tool to evaluate progress in working through the module

3) Indicators: a list of behaviors observed in competent teachers. The intern can review his/her own behavior using these indicators as guides

4) Learning activities: suggestions for activities that will help the intern become competent

5) Learning resources: lists of books, films, tapes, etc. that may be used by the intern for increasing competency.

Information on the CDA application procedure is provided. The requirements included in the credentialing process are also described.

DOCUMENT 122.

Cohen, C., Farr, K., Kautsky, L., Klass, C., Leucking, C., and Pflug, D. Physical Health and Safety. St. Louis, Missouri: Child Development Associate Training Project, St. Louis Community College at Forest Park, n.d., 23 pp. $ .30.

SUBJECT INDEX: Community. Dental health. Environment. Equipment. Evaluation of children. Field trips. First aid. Guiding children. Healthy. Meals. Nutrition. Physical. Rest. Safe.

DESCRIPTION: Physical Health and Safety is the first of three modules in the "Setting Up a Safe and Healthy Learning Environment" component of the St. Louis Community College at Forest Park CDA Pilot Project. Organized in outline form, it includes information for the intern regarding:

1) Postappraisal of specific skills and knowledge

2) Indicators of competent teaching

3) Learning activities

4) Learning resources.

Materials is presented in eight sections with subdivisions entitled "Indicators of Competent Adult Behavior" (adult supervision of children), and "Learning Activities" (specific experiences for developing competencies). The sections included are as follows:

- Creating and Maintaining a Safe Center
- Safety Practices Among Children and Adults
- Adult Supervision of Children
- Emergency Procedures
- Preventive Procedure for Good Health
- Screening Children for Physical Needs
- Introducing Personnel and Practices of Health Agencies to Children and Adults
- Routines Essential to Health.

X	I	COMPETENCIES
	II	
	III	
	IV	
	V	
	VI	
	Personal Capacities	
	Individualization	
X	Academic/ Field Int.	
E	Pre & [✓ Exit] Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
I	Format	

Although this module focuses on Competency I, "Setting Up a Safe and Healthy Environment," it deals only with the Functional Area, safe and healthy.

An outline, "Child Responses to Competent Behavior," describes indicators of children's observed behavior in response to competent teaching.

DOCUMENT 123.

Cohen, C., Farr, K., Kautsky, L., Klass, C., Leucking, C., and Pflug, D. Creative Use of Indoor and Outdoor Space. St. Louis, Missouri: Child Development Associate Training Project, St. Louis Community College at Forest Park, n.d., 15 pp. $ .15.

SUBJECT INDEX: Environment. Equipment. Learning centers. Outdoor play. Planning. Room arrangement. Space.

DESCRIPTION: Creative Use of Indoor and Outdoor Space is the second module of the "Maintaining a Safe and Healthy Learning Environment" component of the CDA Training Project, St. Louis Community College at Forest Park. The module is concerned with the physical learning environment, the stage setting that facilitates growth possibilities for children. The five sections outline "Indicators of Competent Adult Behavior" and "Learning Activities." The section headings are:

- Selection of Indoor Equipment and Materials
- Arrangement of Indoor Equipment and Materials
- Selection and Arrangement of Outdoor Equipment
- Storage of Equipment and Materials
- Attractiveness of Environment.

Postappraisal requirements include preparing sketches of both indoor classrooms and outdoor playgrounds, evidencing knowledge in selection of suitable indoor and outdoor equipment, arranging and rearranging equipment and materials, storing, and adapting the setting to limitations of the environment.

X	I	COMPETENCIES
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	III	
	IV	
	V	
	VI	
	Personal Capacities	
	Individualization	
X	Academic/ Field Int.	
E	Pre & [✓ Exit] Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
I	Format	

DOCUMENT 124.

Cohen, C., Farr, K., Kautsky, L., Klass, C., Leucking, C., and Pflug, D. Scheduling and Rhythm in the Environment. St. Louis, Missouri: Child Development Associate Training Project, St. Louis Community College at Forest Park, n.d., 13 pp. $ .15.

X	I	COMPETENCIES
	II	
	III	
	IV	
	V	
	VI	
	Personal Capacities	
	Individualization	
X	Academic/ Field Int.	
E	Pre & [✓ Exit] Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
I	Format	

SUBJECT INDEX: Environment. Group management. Guiding children. Planning. Scheduling. Space.

DESCRIPTION: Scheduling and Rhythm in the Environment is the third module and completes the component on "Maintaining a Safe and Healthy Learning Environment" for the CDA Training Project. It emphasizes scheduling as a way of providing structure for the flow of the day. Information regarding structures, such as vigorous play, quiet play, time out-of-doors, etc., is presented. A list of learning resources for additional content is also included.

The outline format is presented in four sections, each of which is divided into two parts. Part One, "Indicators of Competent Adult Behavior," gives directives and descriptions for demonstrated competencies. "Learning Activities," Part Two, lists experiences designed to increase knowledge and skills. The four sections presented are:

- Rhythm in scheduling -- tailoring the schedule to the needs and interests of the particular group
- Establishment and utilization of routines -- managing time
- Flexibility in the use of schedule and space -- providing for and adjusting time and areas to meet emerging needs
- Transitions -- planning and managing schedules for smooth changes.

A post-appraisal sheet requires preparing an outline and description of a day's schedule, schedule changes, guides for discussion regarding transitions, management, specific routines, and flexibility.

An "Observation Checklist for Scheduling and Timing" is also presented for discussion between the field advisor and the intern.

A "Child's Responses to Competent Behavior" outline presents nine items directing observation to children's responses to scheduling. One item concerns the positive reaction of children to scheduled changes.

DOCUMENT 125.

	I	COMPETENCIES
X	II	
	III	
	IV	
	V	
	VI	
	Personal Capacities	
	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
I	Format	

Cohen, C., Farr, K., Klass, C., and Pflug, D. The Teaching/Learning Process-Stimulating Cognitive Development in Young Children. St. Louis, Missouri: Child Development Associate Training Project, St. Louis Community College at Forest Park, n.d., 18 pp. $ .15.

SUBJECT INDEX: Cognitive. Guiding children. Human development. Language. Learning theory. Mathematics. Science.

DESCRIPTION: A brief discussion of cognitive development and the teaching/learning process is presented in the module, The Teaching/Learning Process-Stimulating Cognitive Development in Young Children. The focus is on experience as basic to learning and involving reality, fantasy, data, and imagination with language as an integral factor.

The first section, "The Child and the Adult Involved in the Teaching/Learning Process," emphasizes the role of the adult in fostering a trusting relationship. The adult uses him/herself as a primary tool or model, observing, interpreting and planning, reinforcing relationships, and choosing learning activities from a variety of theoretical approaches stimulating thinking. Theoretical positions included are representative of Montessori, stimulus/response/behaviorism, and Piagetian/developmental theories of learning. Sources are included in the bibliography.

The topic, "Curriculum and the Teaching/Learning Process," includes an in-depth example of the area, math/science, developed in concrete and specific activities.

Directions for listed learning activities are given primarily for discussion and writing. Directions are provided to describe, develop, name, read, and observe. Additional reference resources, however, are needed such as Mowbray and Salisbury's, Diagnosing Individual Needs for Early Childhood Education and Read's The Nursery School.

Upon completion of the module, the nine listed appraisal sheet expectations for the intern include the following:

- Name one idea that you want children to explore
- Describe and illustrate how you would go about helping them explore this idea (for example, how things change, how things grow, what is a family).

Thirty-nine items to be used as guides for observation of children's responses to competent behavior are listed.

DOCUMENT 126.

Cohen, C., Farr, K., Kautzky, L., Klass, C., Leucking, C., and Pflug, D. Advancing Physical and Intellectual Competence. Module 1: Play. St. Louis, Missouri: Child Development Associate Training Project, St. Louis Community College at Forest Park, n.d., 15 pp. $ .15.

	I	COMPETENCIES
X	II	
	III	
	IV	
	V	
	VI	
	Personal Capacities	
	Individualization	
X	Academic/ Field Int.	
E	Pre & [✓ Exit] Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
I	Format	

SUBJECT INDEX: Dramatic play. Guiding children. Language. Observation of behavior. Play. Recording of behavior.

DESCRIPTION: The introduction of Module 1, Play, describes play as the facilitator for children's development toward mastery of reality. Adult responsibility is to provide an optimal setting for play. The impact of the adult's role on children's play is emphasized.

The material is divided into five sections. Topics and examples are:

- Initiation of play (the adult intervenes in child-initiated play to extend and deepen the meaning of the experience)

  Example of learning activity: For two days list all activities each child enters into without direction. List the amount of time spent on each activity. A simple way would be to chart:

Child	Activity	Time Spent

- Providing for play
- Adult's relation to the playing child
- Observing and interpreting children's play.

Additional content is incorporated with reference to B. Sutton-Smith's Play: The Child Strives for Self-Realization (NAEYC).

An exit appraisal sheet of 14 statements relevant to play is included. The intern completing the module is expected to be able to describe and give examples supporting and explaining the questions or instructions. A list of 19 "Indicators of Child Behavior" is presented. The list includes items on children's helping one another and moving from one interest to another purposefully.

DOCUMENT 127.

Cohen, C., Farr, D., Klass, C., Pennington, G., and Pflug, D. The Development of Creative Self-Expression. St. Louis, Missouri: Child Development Associate Training Project, St. Louis Community College at Forest Park, n.d., 12 pp. $ .15.

	I	COMPETENCIES
X	II	
	III	
	IV	
	V	
	VI	
	Personal Capacities	
	Individualization	
X	Academic/ Field Int.	
E	Pre & [✓ Exit] Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

SUBJECT INDEX: Art. Creative. Culture. Dance. Dramatic play. Environment. Guiding Children. Language. Movement. Music.

DESCRIPTION: The Development of Creative Self-Expression is Module 3 of the Competency Area II component of the CDA Training Project of the St. Louis Community College at Forest Park. The focus is on the Creative Functional Area; emphasis is on the value of creative expression for the child and on the impact the intern has in contributing to an environment conducive to children's creativity.

Most of the module is concerned with organizers, or types of activities and behavior, for indicating the intern's competence. The intern is supposed to be able to:

- Demonstrate recognition that creative expression is self-expression in all its forms, movement, art, etc.
- Recognize that creative expression is the child's own and no judgment should be placed on it
- Provide materials and equipment to stimulate creative play
- Offer choices and stimulate decisionmaking with creative materials.

Learning activities are included in the module and are designed as specific activities for the intern to use in developing additional competency. The final assessment outline for the intern includes requiring the preparation of a list of materials and supplies useful in stimulating creativity, and showing ways in which expressive activities are integrated into the schedule.

As in the other St. Louis Community College modules, a list of children's possible reactions to an intern's competence is included. A learning resource list includes periodicals, books, and audiovisual resources.

DOCUMENT 128.

	I	COMPETENCIES
X	II	
	III	
	IV	
	V	
	VI	
	Personal Capacities	
	Individualization	
X	Academic/ Field Int.	
E	Pre & [✓ Exit] Appraisal	
X	Portfolio Documentation	
X	Bibliography	
F	Media Materials	
I	Format	

Cohen, C., Farr, K., Klass, C., and Pflug, D. Language Development. Module 4, Competency II. St. Louis, Missouri: Child Development Associate Training Project, St. Louis Community College at Forest Park, n.d., 11 pp. $.15.

SUBJECT INDEX: Art. Communication. Dramatic play. Language. Media materials. Observation of behavior. Space. Storytelling. Vocabulary.

DESCRIPTION: Language Development is the fourth module of the St. Louis Community College component on Area II - Advancing Physical and Intellectual Competence. The focus is on language as the functional part of growth that enables the child to extend and expand the meanings of his living experience.

The objectives include incorporating language into the total program and facilitating the uses of language. The activities presented require the intern to develop types of behavior and specific activities relevant to these objectives, as in the following examples:

- Providing concrete experiences to give children something to talk about
- Using group experiences as opportunities for language exchange
- Using the child's own language as the beginning point of language development.

Skills and knowledge which should be demonstrated upon completion of this module can be checked against a list of items to be appraised. For example, the intern is asked to describe and illustrate at least six ways in which the adult functions to support language development.

Reference is made to disorders of speech and hearing; however, additional resources are necessary for content. A list of learning resources includes periodicals, books, and the film, "Language Development" (CRM films. 1973).

DOCUMENT 129.

Cohen, C., Farr, D., Klass, C., Pflug, D., and Wirth, M. Physical Activities for Young Children. St. Louis, Missouri: Child Development Associate Training Project of the St. Louis Community College at Forest Park, n.d., 12 pp. $ .15.

	I	COMPETENCIES
X	II	
	III	
	IV	
	V	
	VI	
	Personal Capacities	
	Individualization	
X	Academic/ Field Int.	
E	Pre & [✓ Exit] Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
I	Format	

SUBJECT INDEX: Art. Children with special needs. Equipment. Games. Motor skills. Movement. Parents. Physical. Planning. Play. Rhythmic activities. Social. Space. Stages of development.

DESCRIPTION: Module 5, Physical Activities for Young Children, completes the Area II component prepared by St. Louis Community College at Forest Park.

Focusing on physical activity and movement as primary sources of learning and development, the module is presented in the form of organizers, or types of activity and behavior, to be demonstrated by the intern. Examples of these activities are listed below and incorporate the module's objectives for demonstrated intern competency:

- Using physical activities to facilitate physical, intellectual, emotional, and social development
- Planning and implementing a program of physical activities
- Selecting games and activities on the basis of assessed developmental needs
- Planning with parents for remediation needs of children
- Providing space, equipment, and modeling for motor development.

References to Area II, Module 3, are included. Charts illustrating sequences of physical development are also provided.

The learning resources list includes a book by M. Frostig, Move, Grow, and Learn. This text consists of 150 activity cards arranged according to balance, flexibility, etc; it is intended as a source of special activities for the intern. Two audiovisual resources are listed relating to children with learning disabilities.

The final assessment sheet outlines skills and knowledge the intern should exhibit upon completion of the module. Exercises are primarily for describing, illustrating, recalling, and planning as they relate to physical activities. They include:

- Recalling and describing five physical activity games played by the children and telling the goals of each
- Planning physical activities for the group for one week, including goals for individuals and the group.

A checklist for possible child responses to competent intern behavior, consistent with other St. Louis Community College modules, is included.

DOCUMENT: 130.

Cohen, C., Farr, K., Klass, C., and Pflug, D. Building the Positive Self-Concept of the Young Child. St. Louis, Missouri: Child Development Associate Training Project, St. Louis Community College at Forest Park, n.d., 15 pp. $ .15.

	I	COMPETENCIES
	II	
X	III	
	IV	
	V	
	VI	
	Personal Capacities	
	Individualization	
X	Academic/ Field Int.	
E	Pre & [✓ Exit] Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

SUBJECT INDEX: Body image. Child development theory and principles. Evaluation of children. Group management. Guiding children. Individual differences. Observation of behavior. Self-concept. Self-evaluation. Social.

DESCRIPTION: Building the Positive Self-Concept of the Young Child is the first of two modules relating to Competency Area III, Building Positive Self-concept and Individual Strength.

Emphasis of the module is on the child as a whole being. Four modalities of self-discovery are presented as evidence of the emergence of a child's self-concept:

- The child discovers him/herself as he/she sees him/herself reflected in the perception of others
- The child discovers him/herself as part of the context of the human relations which make up his/her world
- The child discovers him/herself as he/she explores and comes to know his/her own body
- The child discovers himself as he develops new skills and uses his mind and body in new ways.

Objectives for the intern's growing competence in supporting the development of the child's self-concept are presented in these required activities:

- Observes, interprets, and responds to the way in which each child learns
- Recognizes that self-concept develops within the context of relationships and interacts in such a way as to enhance development
- Provides the environmental setting that enables the child to experience growth in his/her self-concept.

Learning activities include required readings on self-concept which are not included in the module; the intern is referred to books listed in the learning resources section. References are also made to Modules 2 and 4 - Competency Area II, and to Module 2 - Competency Area III, in the St. Louis series.

A chart is provided as a tool for recording and identifying children's participation in program activities. It is shown below:

	NAME	BEHAVIOR	INTERN RESPONSE	ALTERNATIVE
Eager for new act.				
Accepting of new act.				
Seldom explores new act.				

A final appraisal sheet for judging intern performance is included. Items such as "Children explore the environment freely" comprise a checklist for children's responses.

DOCUMENT 131.

Cohen, C., Farr, K., Klass, C., and Pflug, D. Observing, Recording and Planning to Meet Individual Differences. St. Louis, Missouri: Child Development Associate Training Project, St. Louis Community College at Forest Park, n.d., 11 pp. $ .15.

SUBJECT INDEX: Child development theory and principles. Cognitive. Emotions and feelings. Evaluation of children. Individual differences. Language. Observation of behavior. Recording of behavior. Recordkeeping. Self-concept. Self-evaluation. Social.

DESCRIPTION: Although included in the Competency Area II component, Module 2, Observing, Recording and Planning to Meet Individual Differences, is also relevant to Competency Areas I, II, IV, V, and VI. Since the focus of this module is on developing skilled techniques for observing and recording behavior, the information it contains is applicable to all areas of children's behavior and development.

X	I	COMPETENCIES
X	II	
XX	III	
X	IV	
X	V	
X	VI	
	Personal Capacities	
	Individualization	
X	Academic/ Field Int.	
E	Pre & [✓ Exit] Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

Activities in which the intern must engage include:

- Recording descriptive accounts of children's behavior
- Separating interpretations and descriptions
- Observing and recording children's behavior in all areas
- Planning and implementing activities on the basis of recorded observations
- Being aware of observer bias.

The intern is also required to develop a card file of screening activities for the center. The materials necessary for this activity are not included in the module; reference is made to Chapter 9, E. G. Pitcher et al.'s Helping Your Children Learn and to J. Mowbray, and H. Salisbury, Diagnosing Individual Needs for Early Childhood Education, pp. 89-189.

The Final Assessment sheet includes describing the planning process of the center regarding observation procedures in addition to identifying behaviors in each area of development.

DOCUMENT 132.

Cohen, C., Farr, K., Klass, C., and Pflug, D. Social Development of the Young Child. St. Louis, Missouri: Child Development Associate Training Project, St Louis Community College at Forest Park, n.d., 21 pp. $ .15.

SUBJECT INDEX: Communication. Emotions and feelings. Guiding children. Individual differences. Parents. Self-evaluation. Sex roles. Social. Social/emotional competence.

DESCRIPTION: Social Development of the Young Child is the first of two modules in the Competency Area IV component of the CDA Training Project of St. Louis Community College at Forest Park. The focus of the module is summarized in the following directives for intern performance:

- Present basic social skills of communication, cooperation, and generosity with intern modeling as a major element
- Support the social development of the child through fostering social responsibility, independence, and in sharing companionship
- Deal with the particular and often sensitive social areas of sex role stereotyping, expressing anger, hostility and aggression, conflict resolution, and the effect of TV on children's behavior.

Activities involve the intern in implementing the directives as listed in the following examples:

- Developing a list of cooperative group activities that require children to "give and take"
- Carrying out an experience that involves children with their community
- Analyzing children's books used for sex-role stereotyping.

Sources for additional information are listed on the learning resource sheet; they include books, periodicals, and audiovisual material.

The intern's appraisal sheet requirements chiefly present examples and explanations of social development and social values.

	I	COMPETENCIES
	II	
	III	
X	IV	
	V	
	VI	
X	Personal Capacities	
	Individualization	
X	Academic/ Field Int.	
E	Pre & [✓ Exit] Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

DOCUMENT 133.

Cohen, C., Farr, K., Kautsky, L., Klass, C., Leucking, C., and Pflug, D. Teacher-Child Relationship/Classroom Management. Module 2, Competency IV. St. Louis, Missouri: Child Development Associate Training Project, St. Louis Community College at Forest Park; n.d., 15 pp. $.15.

	I	COMPETENCIES
	II	
	III	
X	IV	
	V	
	VI	
	Personal Capacities	
	Individualization	
X	Academic/ Field Int.	
E	Pre & [✓ Exit] Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
I	Format	

SUBJECT INDEX: Behavior modification. Group management. Guiding children. Individual differences. Interpersonal relationships. Parents. Planning. Psychological needs. Scheduling. Self-concept. Self-evaluation. Social.

DESCRIPTION: Teacher-Child Relationship/Classroom Management is the first of two modules pertaining to the Competency Area IV component of the CDA Training Project of St. Louis Community College at Forest Park. Emphasis is on the complexity of relationships and the need for developing competencies that will foster a social climate that allows children and adults to make choices leading to self-esteem.

Requirements for the intern include a demonstration of the skills and knowledge in the following types of activity and behavior:

- Fostering cooperative and supportive relationships with co-workers
- Providing children with opportunities for social interaction and individual expression
- Accepting responsibility for group management, setting rules, and giving attention to acceptable behavior
- Supporting children in assuming responsibility for their own decisions, and in identifying their own needs
- Assisting children in identifying, expressing, and directing their feelings.

Activities require an understanding and application of techniques of behavior modification. Supplementary content is necessary, but is not included in the module or the bibliography.

Exit appraisal criteria include the demonstration of ways in which the intern uses and stimulates a problem-solving approach and makes decisions about the need for direction, intervention, reinforcement, and clarification in relating to children.

A "Teacher Structure Checklist," a yes/no choice instrument appraising teacher control or direction, is included.

DOCUMENT 134.

Cohen, D., Farr, K., Klass, C., and Pflug, D. Adult Relationships in the Child Care Facility. Module 3, Competency IV. St. Louis, Missouri: Child Development Associate Training Project, St. Louis Community College at Forest Park, n.d., 14 pp. $ .15

SUBJECT INDEX: Adult modeling. Communication. Interpersonal relationships. Self-concept. Self-evaluation. Social. Staff.

DESCRIPTION: The purpose of Module 3, Adult Relationships in the Child Care Facility, is to increase the intern's awareness of the many factors entering into interpersonal relationships among staff members and the ultimate effect of that interplay on the classroom experiences of both adults and children. Examining the complex network of factors in interrelationships is one of the objectives of the module. The factors include:

- Self-knowledge
- Positive self-image development
- Feelings of self-worth
- Responsibility for opening one's thoughts and feelings to others.

An instrument for appraisal provides opportunity for pre- and post-analysis which enables the intern to evaluate change or lack of change in adult relationships in the center and his/her own relationship to the functioning of the entire center. Staff relationships are rated on dimensions of: cooperation, sharing, acceptance, openness, responsibility, joy, initiative, communication, orientation, supervision, and evaluation. The intern's first-thought responses are elicited for statement completions relevant to personal feelings.

Learning experiences involve the intern in readings and discussions with other interns, coworkers, and the field advisor on problems of communication and personal priorities for growth in relationships.

Although this module is categorized in Competency Area IV, certain requirements are applicable to Area VI and the Personal Capacities.

	I	COMPETENCIES
	II	
	III	
X	IV	
	V	
X	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

DOCUMENT 135.

Cohen, C., Farr, K., Klass, C., and Pflug, D. Parent/Center Communication. Module 1, Competency V. St. Louis, Missouri: Child Development Associate Training Project, St. Louis Community College at Forest Park, n.d., 12 pp. $ .15.

SUBJECT INDEX: Community. Culture. Emotions and feelings. Home/center. Individual differences. Interpersonal relationships. Parents. Perception. Planning. Social. Volunteers.

DESCRIPTION: Coordination of home and center expectations is the focus of Parent/Center Communication, the first of two modules included in the Competency Area V component of the St. Louis project. Learning activities for the intern are directed at demonstrating competency in coordinating the relationship of parents and center by:

- Developing personal relationships of trust, respect, and acceptance
- Communicating through a variety of methods (meetings, conversation, reports, newsletters, etc.)
- Involving parents in the center according to their individual needs, interest, and abilities.

Postappraisal criteria requirements include reporting on input which parents want to give to the center, describing the ongoing relationships of parents to the center, and describing the attitudes of center staff toward parent involvement.

	I	COMPETENCIES
	II	
	III	
	IV	
X	V	
	VI	
X	Personal Capacities	
	Individualization	
X	Academic/ Field Int.	
E	Pre & [✓ Exit] Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

DOCUMENT 136.

Cohen, C., Farr, K., Klass, C., and Pflug, D. Cultural, Ethnic and Racial Variety in the Child Care Facility. St. Louis, Missouri: Child Development Associate Training Project, St. Louis Community College at Forest Park, n.d., 13 pp. $ .15.

SUBJECT INDEX: American Indians (culture). Blacks (culture). Books. Case study. Communication. Community. Culture. Environment. Home/center. Individual differences. Interpersonal relationships. Language. Music. Parents (involvement). Perception. Social. Spanish-speaking (culture). Volunteers.

DESCRIPTION: The primary goal of the second module related to Competency Area V, Cultural, Ethnic and Racial Variety in the Child Care Facility, is that the intern must develop sensitivity to the complexities of human relations involved in multicultural group living. The module includes descriptions of post-appraisal activities, learning experiences, and learning resources. The appendix has a rating sheet for center staff members to list physical characteristics of people for use as a frame of reference in describing or "seeing" others.

Activity requirements for appraisal include:

- Developing a learning game or activity that is ethnically oriented (Black, Jewish, etc.)
- Developing a booklet or display that introduces ethnic concepts or demonstrates the multiethnic nature of society.
- Collecting and sharing findings gleaned from interviewing eight to ten center directors on the most common problems of the integrated center.

Learning experiences involve the intern in examining his/her perceptions concerning the recognition of subtle intragroup differences, in assessing his/her descriptions of persons from other racial groups, and in comparing these descriptions with those of other interns. The intern is also required to develop a plan for eliciting and incorporating ideas of parents into curriculum planning. Further, the intern must select books, songs, stories, and games to convey concepts of uniqueness, loving, sharing, the brotherhood of man, etc. to children.

	I	COMPETENCIES
	II	
	III	
	IV	
	V	
X	VI	
X	Personal Capacities	
	Individualization	
X	Academic/ Field Int.	
E	Pre & [✓ Exit] Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

DOCUMENT 137.

Cohen, C., Farr, K., Klass, C., and Pflug, D. Management, St. Louis, Missouri: Child Development Associate Training Project, St. Louis Community College at Forest Park, n.d., 14 pp. $ .15.

	I	COMPETENCIES
	II	
	III	
	IV	
	V	
X	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
E	Pre & [✓ Exit] Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

SUBJECT INDEX: Equipment. Food preparation. Goals. Healthy. Meals. Planning. Roles. Safe. Scheduling. Self-evaluation. Snacks. Staff. Volunteers.

DESCRIPTION: Management is the concluding module of the St. Louis Community College CDA Training Project materials. It is designed to assist the intern in developing an understanding of the:

- Relationship between the goals, purposes, and philosophy of the child care facility and management functioning.
- Responsibilities involved in being a member of the child care facility team (relating to other personnel, specific tasks, and performance evaluation).

Learning experiences are consistent with the purposes and involve the intern in:

- Writing a statement of the goals, purposes, and philosophy of the center
- Showing how the goals and purposes are translated into action in the center
- Demonstrating how the intern's center job is related to the goals, purposes, and philosophy.

The purposes are also reflected in the final appraisal sheet which includes requirements that the intern demonstrate how management functions in the center with regard to:

- Curriculum planning. Scheduling. Ordering. Working with aides, volunteers, parents. Supervising. Food handling. Planning for health and safety. Maintaining professional competency.

The module is organized in outline format and refers the student to learning resources necessary to complete the unit.

DOCUMENT 138.

Hicks, P., Massengil, C., and Williams, F. Shaw University CDA Training Guide. Raleigh, North Carolina: Child Development Associate Project, Shaw University, n.d., 214 pp. $25.00.

Accompanying materials:

- The Shaw University 1976-77 HSST/CDA Proposal (narrative)
- Selection Criteria for HSST/CDA Participation
- HSST/CDA Intern Policy Guidelines
- CDA Competency Correlation with Equivalent Shaw University Course Credits
- CDA Method of Course Evaluation
- CDA Student Semester Progress Report
- CDA Initial and Ongoing Appraisal Forms
- Six Area Modules: Competency Areas I through VI
- Project Management Contracts
- CDA Staff Responsibilities.

X	I	COMPETENCIES
X	II	
X	III	
X	IV	
X	V	
X	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	
Guide		

SUBJECT INDEX: Administration and management. Art. Blocks. Body image. Cognitive. Creative. Creative materials and activities. Emotions and feelings. Environment. Food preparation. Games. Group management. Healthy. Home/center. Individual strength. Language. Learning centers. Learning theory. Lesson plans. Mathematics. Motor skills. Music. Observation of behavior. Parents. Perception. Physical. Piagetian tasks. Reading readiness. Recipes. Recording of behavior. Recordkeeping. Safe. Science. Self-concept. Self-evaluation. Sensory learning. Snacks. Social. Social studies. Speech. Staff. Stages of development. Storytelling. Supplementary resource materials. Vocabulary. Volunteers.

DESCRIPTION: The Shaw University CDA Training Guide represents the University's entire Child Development Associate training program. It is designed to provide the reader with the philosophy, approach, management, planning and implementation, and curriculum development of the CDA project. Because of the focus of the Descriptive Guide to CDA Training Materials, the emphasis of the description of this document will be placed primarily on the training modules.

The format for the modules, of which there are six, representing one for each of the Competency Areas, is similar. Each Competency Area is divided into three levels: Level One through Level Three. These levels indicate the degree of competence demonstrated by the intern, as determined by an initial appraisal consisting of a list of questions related to each Competency Area. The Competency Areas are subdivided into the Functional Areas for which there are content readings, learning activities, and, in most instances, selected bibliographies.

The content of the modules focuses on the learning activities which include:

1) Visiting the health department and collecting information to give to parents about health and safety

2) Observing a school for young children and describing how the physical environment seems to affect the development of the children

3) Providing the environment, necessary equipment, and supervision for eight out of eleven suggested activities

4) Preparing, implementing, and evaluating five activities based on commercially manufactured games designed to develop strong, positive self-concept

5) Planning activities in the classroom which reflect home situations

6) Interviewing a nursery school or kindergarten teacher about the procedures used in making home visits and conducting parent conferences; determining the frequency of such visits, and the attitude of the teachers concerning them; and evaluating personal feelings in regard to the necessity of holding these visits or conferences.

The Shaw University CDA Training Guide stipulates that the intern must attend all classes and is required to complete all course and field assignments within the semester of enrollment. Post-appraisal consists of a written or oral examination, and demonstrated performance. The academic and field appraisal for each Competency Area is coordinated and evaluated by both the course instructor and field advisor. The instructor is responsible for evaluating and awarding academic course credits based on competency level performance demonstrated in the field, as recommended by the field advisor and shown through accomplishment of designated course objectives completed under the instructor's supervision.

Included in the document are numerous articles focused on the following topics:

- Goals for kindergarten and early childhood education
- Assumptions about how children learn
- Characteristics of children and implications for teaching
- Language development
- Sensory training

- Visual discrimination
- Collection of songs
- Reading readiness.

Also included are suggestions for portfolio documentation categorized under each Functional Area.

DOCUMENT 139.

O'Connor, J. Hearing Disabilities. Anchorage, Alaska: University of Alaska, n.d., 58 pp. n.p.

	I	COMPETENCIES
XX	II	
X	III	
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X	V	
	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
F	Media Materials	
ISC	Format	

SUBJECT INDEX: Case study. Children with special needs. Cognitive. Conferencing skills. Evaluation of children. Group management. Handicapped children. Home/center. Individual differences. Lesson plans. Parents. Psychological needs. Referral and rehabilitation.

DESCRIPTION: This module is one in a series of seven developed by the University of Alaska on the special needs of the young exceptional child. All of the modules are color-coded and divided into the following sections:

- Introduction and rationale: how the module is organized, why the module is important, how to appraise and document progress
- Objectives: listing of performance objectives
- Pre-appraisal: written test and demonstration of the level of performance
- Learning activities: objectives, learning activities, post-appraisal
- Forms and checklists.

Because of the complex nature of the content, this module, as well as the six remaining ones, will require the supervision of a field advisor who has indepth knowledge and experience in working with exceptional children. Each module has the value of one credit and represents partial fulfillment of the requirements for a course yielding three credits.

The module, Hearing Disabilities, focuses on the study of the ear; the effects of a hearing loss on language development; screening, diagnostic, and evaluation techniques; teaching techniques; and working with parents of disabled children. The performance objectives for all of the modules in this series are similar in that the modules are designed to enable the intern to perform four basic tasks in each area of exceptionality. The four performance objectives for the six modules require the intern to be able to:

1) Relate basic background knowledge to a child with whom he/she is working

2) Demonstrate a knowledge of screening, diagnostic, and evaluation techniques

3) Plan and implement a learning program for a child in his/her classroom

4) Offer some basic guidance and support and information in the area of resources and referrals based on the family needs.

The module, Hearing Disabilities, involves the intern in a variety of learning activities which include the following:

- Reading and viewing audiovisual materials from a variety of sources
- Visiting a hearing aid dealer and discussing the various kinds of hearing aids and how they work
- Administering a language level test to a child
- Demonstrating the ability to sign 42 basic items
- Designing a progress report which can be sent home at regular intervals to keep parents informed of a child's progress in school
- Participating in a staffing of a child with a hearing and/or language problem.

Although several of the required readings are included in the document, completion of the module requires additional resource materials, including films, books, pamphlets, and instruments to test hearing.

Standard forms and checklists included in all of the University of Alaska modules are: the pre- and post-appraisal instruments, the intern competency checklist, and the intern module appraisal instrument.

DOCUMENT 140.

Buck, M. Visual Disabilities. Field Test Edition. Anchorage, Alaska: University of Alaska, n.d., 67 pp. n.p.

X	I	COMPETENCIES
XX	II	
X	III	
X	IV	
X	V	
X	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
F VT	Media Materials	
ISC	Format	

SUBJECT INDEX: Children with special needs. Cognitive. Conferencing skills. Environment. Equipment. Evaluation of children. Handicapped children. Home/center. Individual strength. Lesson plans. Library. Observation of behavior. Parents. Perception. Recording of behavior. Referral and rehabilitation. Room arrangement. Skill teaching. Staff.

DESCRIPTION: Included in a series of modules on the special needs of the young exceptional child, the module Visual Disabilities is designed to provide the intern with knowledge regarding the special materials, methods, and techniques needed for working with children who are visually impaired.

The focus of this module is on the study of the human eye, common eye problems, qualifications and services provided by eye specialists, screening, and teaching techniques. One of the unique features of this module, as well as of all the other University of Alaska modules, is the section on working with parents of exceptional children. This section contains descriptions of numerous tasks and learning activities in which the intern must demonstrate competence.

Learning activities for this module include:

1) Identifying parts of the eye and their function

2) Describing the roles of three medical eye specialists

3) Screening children with the Snellen vision test; giving color tests

4) Completing the visual ability checklist

5) Adapting teaching techniques for a visually impaired child

6) Planning and teaching three learning activities

7) Ordering and using special reading materials

8) Developing a library of pamphlets and helpful information for parents

9) Meeting with the parents and determining at least one area of learning that needs extra attention at home

10) Discussing with the local Public Health nurse or eye doctor the possibilities for family counseling for families of visually impaired children.

In addition to the number of supplemental reading materials required for the completion of this module, the intern must also view two videotapes and four films.

Included in this document are:

- Sample vision report
- Visual ability checklist
- Tips for the regular classroom teacher
- Orientation and mobility guidelines
- Resources for parents and teachers of visually impaired children
- Sample visual enrichment lessons.

DOCUMENT 141.

Funk, L. and O'Connor, J. Basic Development and Developmental Disabilities. Anchorage, Alaska: University of Alaska, n.d., 131 pp. n.p.

X	I	COMPETENCIES
X	II	
X	III	
X	IV	
X	V	
X	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
F ST	Media Materials	
ISC	Format	

SUBJECT INDEX: Child development theory and principles. Children with special needs. Cognitive. Conferencing skills. Creative materials and activities. Environment. Equipment. Evaluation of children. Group management. Handicapped children. Home/center. Individual strength. Language. Mentally retarded children. Motor skills. Observation of behavior. Parents. Physical. Recording of behavior. Referral and rehabilitation. Self-concept. Sensory learning. Skill teaching. Social. Social/emotional competence. Testing instruments.

DESCRIPTION: The module, Basic Development and Developmental Disabilities, is designed to assist the intern in detecting, referring and training children who are showing some delay in their development, and to aid in working with their parents. The content focuses on the performance objectives that will enable the intern to:

- Demonstrate knowledge of the development of motor, language, cognitive social, and self-help skills in a normal child
- Demonstrate knowledge of causes and types of abnormal development resulting in hearing impairments, visual impairments motor disabilities, emotional and behavioral disabilities
- Recognize children with developmental disabilities through the use of screening and observation techniques
- Select and teach appropriate learning activities for the child with hearing impairment, visual impairment, emotional and behavioral disability, and intellectual or minor learning disability
- Begin carrying out the role as a paraprofessional in meeting the special needs of a family with a handicapped child.

A variety of learning activities are designed to engage the intern in the following experiences:

1) Observing a child and listing ten characteristics of behaviors that may be a result of his/her heredity or environment

2) Observing a child and listing some examples of the child's showing skills in classification, imagining, and association

3) Listing six behaviors often displayed by overactive children

4) Administering the Denver Developmental Screening Test to five children

5) Discussing with a physical education teacher the importance of physical activities programs for young children

6) Selecting a child who might need special diagnosis by an outside agency; listing reasons why this child needs help; and practicing with another person how this information might be suggested to the family

7) Writing a letter to an agency asking for free pamphlets on the services provided.

The pre-appraisal process involves a written test and a demonstration of the intern's level of performance. An intern judged as needing more training would engage only in those activities that will increase competence in the area(s) identified. Completion of this module requires reading a variety of supplemental materials, viewing approximately nine audiovisual materials, and successfully completing the post-appraisal.

Included in the document are ideas for conducting auditory discrimination, language and motor activities; articles on the feelings of parents, and how to discuss the problems with parents; and extensive bibliographies. Also included are the forms and checklists necessary to complete the module.

X	I	COMPETENCIES
XX	II	
	III	
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X	V	
X	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

DOCUMENT 142.

Lowe, M. Learning Disabilities. Field Test Edition. Anchorage, Alaska: University of Alaska, n.d., 49 pp. n.p.

SUBJECT INDEX: Behavior modification. Case study. Children with special needs. Cognitive. Conferencing skills. Evaluation of children. Group management. Handicapped children. Home/center. Individual differences. Lesson plans. Observation of behavior. Parents. Psychological needs. Recording of behavior. Recordkeeping. Referral and rehabilitation. Room arrangement. Self-concept. Skill teaching. Testing instruments.

DESCRIPTION: The Learning Disabilities module is another in a series of modules on the special needs of the young exceptional child. The content of this module is focused on competencies including:

1) Distinguishing between auditory and visual perception

2) Describing a hyperactive child

3) Finding a child's developmental level using the Portage

4) Describing a figure-ground problem

5) Teaching kinesthetic tracing over textured letters, shapes

6) Listing and using three behavior management techniques effective with young children

7) Listing six appropriate management techniques effective with young children

8) Managing and redirecting a disruptive class of children

9) Preparing materials for parents to use at home

10) Keeping data on a child's behavior and assisting parents in doing the same.

As in all of the University of Alaska modules, the pre-appraisal process consists of two parts: a written and demonstration section. The written section is undertaken at a workshop, the demonstration portion in the classroom. If the intern is judged as needing training, a training plan is developed which outlines the learning activities the intern will be involved in. The focus, therefore, is only on those activities that will increase the intern's level of competence.

This module contains suggestions that interns may use in working with children who have behavior problems. The suggestions were developed by classroom teachers of the Anchorage Borough School District. An extensive bibliography is also included.

DOCUMENT 143.

	I	COMPETENCIES
X	II	
X	III	
XX	IV	
X	V	
X	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
I	Format	

Lowe, M. Mental Retardation. Field Test Edition. Anchorage, Alaska: University of Alaska, n.d., 53 pp. n.p.

SUBJECT INDEX: Behavior modification. Children with special needs. Cognitive. Conferencing skills. Evaluation of children. Group management. Handicapped children. Home/center. Individual differences. Individual strength. Lesson plans. Observation of behavior. Parents. Psychological needs. Recording of behavior. Recordkeeping. Referral and rehabilitation. Reinforcement. Scheduling. Skill teaching. Social. Testing instruments.

DESCRIPTION: This module, included in the series of modules on the special needs of the young exceptional child, focuses on mental retardation. Consistent with the format of all of the University of Alaska modules, the Mental Retardation module is designed to assist the intern in:

- Relating basic background knowledge to a child with whom he/she is working
- Demonstrating a knowledge of screening, diagnostic, and evaluation techniques
- Planning and implementing a learning program for a child in his/her classroom
- Offering some guidance, support, and information in the area of resources and referrals based on needs of the child's family.

Primary focus is on providing instructions for completing the learning activities which include:

1) Reading and viewing audiovisual materials from a variety of sources

2) Talking with a physician or public health nurse about medical problems severely retarded children often have, and preparing, in advance, five questions to be answered by the health professional

3) Observing a Wechsler Intelligence Scale for Children or Stanford-Binet Intelligence Test being administered to a child

4) Planning and teaching a button lesson to a child using the "step-by-step" method

5) Talking with a social worker, a parent of a retarded child, or with someone else who works with the mentally retarded about common social problems mentally retarded children have

6) Sending for a copy of the magazine, "Caring" (for parents of Down's Syndrome children); and discussing or writing about an article of interest.

Included in the document are the following:

- Mental Retardation Publications of the Department of Health, Education, and Welfare
- Article on behavior management techniques
- Glossary of terms (very extensive).

DOCUMENT 144.

Funk, L. Motor Disabilities. Field Test Edition. Anchorage, Alaska: University of Alaska, n.d., 45 pp. n.p.

X	I	COMPETENCIES
XX	II	
X	III	
X	IV	
X	V	
X	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

SUBJECT INDEX: Children with special needs. Conferencing skills. Creative dramatics. Emotions and feelings. Equipment. Evaluation of children. Goals. Group management. Handicapped children. Home/center. Individual differences. Individual strength. Lesson plans. Motor skills. Music. Observation of behavior. Parents. Psychological needs. Recording of behavior. Referral and rehabilitation. Room arrangement. Scheduling. Skill teaching. Social. Social/ emotional competence. Staff. Testing instruments. Toys.

DESCRIPTION: This module is another in the series on the special needs of the young exceptional child. The objectives of this module are to aid the intern in detecting, referring, and training children with motor disabilities, and in working with their parents. The content of Motor Disabilities is focused on learning activities which include:

1) Describing five motor skills a particular child can do

2) Discussing six common signs that might indicate a child has a motor disability

3) Listing orthopedic equipment that can be prescribed for children with physical handicaps

4) Observing a diagnosis of a motor-disabled child and recording the types of tests used

5) Using the Portage cards, planning two fine motor activities for a class of children

6) Making a diagram of the classroom arrangement, noting changes made to meet the needs of the children

7) Having a child's parents look at some toy catalogues and finding toys to construct that develop large or fine motor skills

8) Working with the parents and selecting three realistic goals for the child for a 6-month period

9) Discussing some problems with a family that the other children in the family are experiencing because their brother or sister is disabled.

As with the other University of Alaska modules, the complex nature of the content requires supervision by a field advisor who has knowledge of and experience in working with handicapped children. Completion of these modules also requires readings and audiovisual materials from a variety of sources. Included in this document is an orthopedic equipment glossary, tips for working with motor disabled, and a Portage progress form.

DOCUMENT 145.

Lowe, M. Social and Emotional Disabilities. Field Test Edition. Anchorage, Alaska: University of Alaska, n.d., 60 pp. n.p.

	I	COMPETENCIES
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XX	IV	
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X	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
F	Media Materials	
ISC	Format	

SUBJECT INDEX: Behavior modification. Case study. Children with special needs. Conferencing skills. Emotions and feelings. Evaluation of children. Group management. Handicapped children. Home/center. Individual differences. Individual strength. Lesson plans. Observation of behavior. Parents. Recording of behavior. Referral and rehabilitation. Reinforcement. Skill teaching. Social. Social/emotional competence. Staff. Testing instruments.

DESCRIPTION: The module, Social and Emotional Disabilities, is designed to develop the intern's awareness of his/her feelings concerning the tasks involved in working with children who have emotional problems; and to provide the intern with behavior management skills that will assist in controlling, changing or improving the child's behavior.

Included as one part of a series on the special needs of the young exceptional child, the content of this module focuses on competencies including:

1) Identifying three characteristics of a hyperactive child

2) Observing a child about six times for 10- to 15-minute periods; writing down examples of how the other children treat this child; and discussing the examples with the field advisor

3) Observing a staffing of a child

4) Constructing a chart showing a child's performance in one of his/her learning goals over a 3-week period, being sure the chart indicates whether the child is progressing, regressing, or remaining the same

5) Making a plan of the classroom showing the "time out" area

6) Planning and teaching two activities, based on the child's learning level, from the socialization section of Portage Project Materials

7) Visiting the home of a socially maladjusted child, making a list of three problem behaviors of the child, and outlining specific ways to teach the parents how to eliminate or improve the behavior

8) Writing three sentences about why parents need to be a part of the child's school program.

In addition to the standard forms and checklists included in all of the University of Alaska modules, this document contains directions for charting and changing behavior, management techniques, and an intern activity observation form.

Completion of this module requires readings from several sources, and viewing at least six films.

DOCUMENT 146.

Flores, D. Trainer's Manual, Part I: The Child Development Associate Program. Honolulu, Hawaii: Hawaii State Training Office, University of Hawaii at Manoa, 1975, 75 pp. $3.00.

	I	COMPETENCIES
	II	
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	VI	
	Personal Capacities	
	Individualization	
	Academic/ Field Int.	
	Pre & Exit Appraisal	
	Portfolio Documentation	
	Bibliography	
	Media Materials	
	Format	
Manual		

SUBJECT INDEX: Supplementary resource materials.

DESCRIPTION: To provide a framework and basis for implementing the Hawaii CDA training model, the Hawaii State Training Office developed the Trainer's Manual, Part I: The Child Development Associate Training Program, which provides a general overview of the national CDA program. This document is a collection of the most up-to-date information currently available and consists mainly of excerpts and adaptations from the following sources:

- Becoming A Child Development Associate: A Guide for Trainees. Washington, D.C.: DHEW (OHD, OCD), 1975.
- "CDA Consortium Adopts Credential Award System," a fact sheet. Washington, D.C.: CDA Consortium, April, 1975.
- Child Development Associate Training Guide. Washington, D.C.: DHEW (OHD, OCD), April, 1973, Publication No. (OHD)74-1065.

The manual covers the following:

1) Introduction to CDA. This includes the need for developing and implementing a CDA program, key features such as demonstrated competency to assume primary responsibility for a group of young children, and long term implications.

2) The Child Development Associate. Following a definition of a CDA, the six Competency Areas are listed and delineated into the thirteen Functional Areas. There is also a listing of the Personal Capacities.

3) CDA Training. This section is a discussion of the concept of competency-based training, common characteristics found among CDA training programs, the ongoing appraisal, and the funding of the CDA pilot projects.

4) The Credential Award System. This section focuses on the overall purpose and establishment of the Child Development Associate Consortium, the final assessment process, requirements for application, application procedures, adjudication, and renewal of the credential.

Included in the appendix of this document are:

- The CDA Competency Areas, Functional Areas, and sample Organizers
- Common characteristics of CDA training
- An address listing of the OCD/CDA Pilot Training Programs
- An address listing of CDA resource persons.

DOCUMENT 147.

Flores, D. Trainer's Manual, Part II: The STO/CDA Training Model. Honolulu, Hawaii: Hawaii State Training Office, University of Hawaii at Manoa, 1975, 75 pp. $3.00.

SUBJECT INDEX: Communication. Interpersonal relationships. Supplementary resource materials.

DESCRIPTION: The Trainer's Manual, Part II: The STO/CDA Training Model is a description of the Hawaii STO/CDA Training model, focusing on the training approach, program options, and developmental stages of CDA training.

This document concentrates on the following:

1) The training design is structured to include the use of curriculum modules, group training sessions, and field site training for individualized training of the intern. The approach to training is based upon five key assumptions about people. They:

   - Are the initiators of their own learning
   - Approach learning in different ways
   - Learn at their own rates
   - Learn from direct experience
   - Learn from modeling.

2) Individualized training is provided through credit option, an open time frame, and a module challenge system that provides the intern with a choice of approaches to CDA training.

3) The section on the developmental stages of CDA training provides the field advisor with a hierarchy of five stages of training with corresponding "critical" points that offer a conceptual framework to help CDA field advisors pinpoint areas in training, plan training strategies, and raise pertinent training questions. Included in each stage are exercises or processes that will enable field advisors to experience for themselves how the training stages develop.

☐	I	COMPETENCIES
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☐	VI	
☐	Personal Capacities	
☐	Individualization	
☐	Academic/ Field Int.	
☐	Pre & Exit Appraisal	
☐	Portfolio Documentation	
☐	Bibliography	
☐	Media Materials	
☐	Format	
Manual		

The appendix includes a list of modules and module clusters; intern information on the CDA portfolio; a preappraisal module sheet and training forms; including information, planning, and resource charts; self-appraisal, field advisor's observation forms; and portfolio and module progress checklists.

DOCUMENT 148.

Friedson, J. *Introduction to the Child Development Associate Program*. Second Draft. Honolulu, Hawaii: Hawaii State Head Start Training Office, University of Hawaii at Manoa, 1976, 40 pp. $3.00.

X	I	COMPETENCIES
X	II	
X	III	
X	IV	
X	V	
X	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
	Portfolio Documentation	
X	Bibliography	
	Media Materials	
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Guide		

SUBJECT INDEX: Supplementary resource materials.

DESCRIPTION: The module, *Introduction to the Child Development Associate Program*, and subsequent Hawaii modules follow a format in which the performance objectives and evidence, referred to as "the measuring stick," are keyed to the exercises and processes which the intern is expected to experience and participate in. If the intern feels already competent in a particular module, he/she can immediately "check out" that module by making an appointment with the field advisor to demonstrate the evidence listed in the measuring stick. The evidence called for in the measuring stick can also be challenged by the intern if these exercises do not meet an intern's particular situation. All of the Hawaii modules follow a workbook format wherein a checklist is provided for both the field advisor and intern to sign indicating completion of the module. Forms, sample charts, and checklists with space for recording the necessary information are also provided. At the end of each module are lists of books, articles, and other resources to aid the intern in completing the modules.

Introduction to the Child Development Associate Program focuses on the six Competency Areas and 13 Functional Areas of CDA; on qualifications for obtaining a CDA credential; on providing an explanation of the CDA credential award system; and on giving a brief description of the Hawaii CDA training program. The performance objectives for this module are designed to enable the intern to:

- Explain the CDA program
- Understand the CDA credentialing process
- Understand the Hawaii HSST/CDA program

Consistent with the objectives are the learning activities and exercises which include the following:

1) The intern can identify (by keywords) the 13 CDA Functional Areas and give an example of competent teacher behavior for each area

2) The intern understands the distinction between CDA training and CDA credentialing

3) The intern understands the procedure for obtaining the credential

4) The intern understands the role of module activities and readings, group training sessions, and on-the-job training

5) The intern can do a module challenge.

DOCUMENT 149.

Herman, H. Child Growth and Development. Honolulu, Hawaii: Hawaii State Training Office, University of Hawaii at Manoa, 1976, 40 pp. $3.00.

	I	COMPETENCIES
X	II	
	III	
X	IV	
	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
F FS	Media Materials	
ISC	Format	

SUBJECT INDEX: Child development theory and principles. Cognitive. Motor skills. Observation of behavior. Social/emotional competence. Stages of development.

DESCRIPTION: The module, Child Growth and Development, follows the same format as other Hawaii models with respect to the statement of performance objectives, approaches to training, and procedures for the intern to use in progressing through the module. If the intern feels he/she is already competent, he/she can immediately "check out" this module by making an appointment with the field advisor and demonstrating the evidence listed in the measuring stick. In addition, if the evidence called for in the measuring stick does not apply to the intern's particular situation, he/she can draw up his/her own measuring stick and then describe the evidence (learning activities) under each objective to show competence. A module challenge is not official until it has been approved and accepted by an authorized person within the CDA program.

Child Growth and Development focuses on motor, cognitive, and social/emotional development with readings and activities emphasizing observation of children. This is followed by analysis of the observations.

The objectives of this module are designed to enable the intern to:

1) Demonstrate knowledge about child growth and development

2) Observe children and identify areas of growth and development

3) Apply a knowledge of child growth and development consistently in the classroom.

To complete the module the CDA intern must demonstrate competence by performing activities specified in the module or can "challenge" these by suggesting and using others. Examples of evidence are as follows:

1) Intern completes observation exercises of preschoolers

- Lists appropriate child abilities for each age group
- Lists and explains appropriate ways in which adults can promote the development of those capacities in each age group.

2) Intern records an observation of a preschool child (three to five years)

- Identifies child's behavior in terms of developmental areas (cognitive, gross motor, fine motor, social/emotional)
- Identifies a number of behaviors typical of the age group observed
- Points out differences in behavior between observed child and "typical" child.

3) Intern lists five completed objectives (each from a different module) which demonstrate an ability to apply child development principles in the classrooms. Intern explains how these objectives demonstrate an ability to apply child development principles consistenly in the classroom.

Resources needed by the intern for completion of this module are:

1) Books:

- Mazyck, A. Characteristics of Babies and Toddlers. University of North Carolina Training Center for Infant-Toddler Care (unpublished manuscript).
- Sprugel, C. and Goldberg, S. (under direction of Karnes, M.B.) "Developmental Guidelines--18 months to 72 months," Selected Sources.
- Feeny, S. "Characteristics of Development and Recommended Play Materials for Each Stage," A Guide for Use with Good Toys for Young Children, 1974.
- Mazyck, A. Developmentally Related Toys and Activities. University of North Carolina Training Center for Infant-Toddler Care,1973.
- The Phenomena of Early Development. Columbus, Ohio: Ross Laboratories, April 1973.
- Weeks, S.S. Baby's First Year. Honolulu, Hawaii: University of Hawaii Cooperative Extension Service, Circular 477, May 1973.

- Weeks, S.S. The Child From One to Two. Honolulu, Hawaii: University of Hawaii Cooperative Extension Service, Circular 449, December 1971.

- Weeks, S.S. The Child From Two to Three. Honolulu, Hawaii: University of Hawaii Cooperative Extension Service, Circular 455, December 1971.

- Your Baby Becomes a Toddler. Columbus, Ohio: Ross Laboratories, April 1973.

2) Film:

- Abby's First Two Years

- Filmstrips with accompanying booklets:

  - Parents Magazine Films, Inc.:

    -- How an Average One-Year-Old Child Behaves
    -- What to Expect of a Two-Year-Old
    -- Introducing the Two-Year-Old
    -- A Pictorial Guide to the Four-Year-Old
    -- Portrait of a Five-Year-Old

Sample analysis of observations and all necessary forms are supplied in the module.

DOCUMENT 150.

X	I	COMPETENCIES
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X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
FS	Media Materials	
ISC	Format	

Herman, H. How Do Children Learn? Third Draft. Honolulu, Hawaii: Hawaii State Head Start Training Office, University of Hawaii at Manoa, 1976, 44 pp. $3.00.

SUBJECT INDEX: Adult modeling. Cognitive. Environment. Individual differences. Language. Learning theory. Observation of behavior. Reinforcement. Self-evaluation. Sensory learning. Social. Social/emotional competence. Stages of development.

DESCRIPTION: The module, How Do Children Learn?, focuses on exploration imitation and reinforcement as learning processes, with readings and activities emphasizing role-playing, observing, and analyzing. Interns are engaged in activities that allow them to analyze their own behavior in the classroom in relation to the learning processes. The performance objectives for this module are to:

- Demonstrate knowledge of three learning processes: exploration, imitation, and reinforcement
- Observe the learning processes and recognize the teacher's role in promoting them
- Apply knowledge of learning processes in the classroom.

The intern's competence is judged by his/her knowledge and performance in the following areas:

1) Observing and analyzing one preschooler's learning behavior
2) Providing an explanation for this analysis in discussion with the field advisor
3) Observing a learning activity in the classroom
4) Completing a self-analysis in the classroom
5) Planning and evaluating a learning activity in the classroom
6) Planning a situation that encourages a learning behavior
7) Choosing and evaluating a social behavior in a preschooler

Some of the activities for this module require information gathered while completing activities for the Hawaii module, Child Growth and Development. Completion of this module also requires the following resources:

1) Articles:

- Christensen, N.B. "Why Would Anyone Bring a Carburetor to Kindergarten?" Early Years, 4(7), March 1974, 33, 66
- Kranz, P.L. and Osther, R. "Adult Expectations of Children -- Do As I Say, Not as I Do." Young Children. 24(5), July 1974, 277-279

2) Filmstrip:

- Where Can A Young Child Learn? (Parents Magazine Films, Inc., 1973)

DOCUMENT 151.

Herman, H. How Children Think. Third Draft. Honolulu, Hawaii: Hawaii State Head Start Training Office, University of Hawaii at Manoa, 1976, 67 pp. $3.00.

X	I	COMPETENCIES
X	II	
	III	
	IV	
	V	
	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
F	Media Materials	
ISC	Format	

SUBJECT INDEX: Adult child interaction. Child development theories and principles. Cognitive. Environment. Individual differences. Learning theory. Perception. Piagetian tasks. Reinforcement. Scheduling. Sensory learning. Stages of development.

DESCRIPTION: Based upon the ideas of Jean Piaget, the module, How Children Think, focuses on the thinking processes of assimilation and accommodation with readings and activities emphasizing classification, class inclusion, conservation, egocentric thinking, and problem-solving behavior. This module is designed to aid the intern in relating the knowledge of children's thinking processes to a specific curriculum area.

Performance objectives for the intern involve knowledge and skills in:

- Explaining the processes of assimilation and accommodation
- Identifying examples of children who are assimilating and accommodating
- Administering tasks dealing with classification, class inclusion, conservation, and the egocentric quality of children's thinking
- Identifying the thinking skills children are developing through play
- Recognizing the teacher's role in extending children's thinking
- Recognizing thinking tools children use
- Recognizing thinking tools prompted by own behavior
- Demonstrating ability to apply the principles of development, learning, and thinking in one curriculum area as reflected in: environment created, materials provided, scheduling arranged, and interaction between the intern and children.

It is recommended that the intern complete the Hawaii module, Child Growth and Development and How Do Children Learn?, or make sure the competencies for these modules have been acquired prior to beginning How Children Think.

Completion of this module requires the following resource materials:

1) Hawaii module: Developing Skills with Working with Others

2) Films:

- Cognitive Development (CRM Productions)
- Learning About Thinking and Vice Versa (CRM Productions).

DOCUMENT 152.

X	I	COMPETENCIES
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	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

Hawaii State Training Office Staff. Classroom Arrangement. Fourth Draft. Honolulu, Hawaii: University of Hawaii at Manoa, 1976, 27 pp. $3.00.

SUBJECT INDEX: Environment. Equipment. Evaluation of children. Furniture. Learning centers. Observation of behavior. Recordkeeping. Recording of behavior. Room arrangement. Self-evaluation. Space.

DESCRIPTION: The module, Classroom Arrangement, focuses on principles of arrangement in terms of organization of space and contents. The intern is asked to plan and carry out a room arrangement to provide an environment conducive to learning, and then evaluate it in terms of the use of interest areas and the behavior of children. Objectives for the intern are to:

- Plan a well-thought-out arrangement of a classroom
- Arrange a well-functioning classroom
- Evaluate the arrangement of a classroom in two different ways.

This module, consistent with the format of the other Hawaii modules, provides the intern with specific learning activities that are, however, neither absolute nor inclusive. For example, the intern can draw up his/her own learning activities, called a measuring stick, if those listed in the module do not suit the intern's particular situation. Learning activities presented in this document include:

1) Using a sample chart, the intern observes and keeps a record of unwanted behavior occurring in the classroom

2) Analyzing the results of the observation as to the unwanted behaviors encouraged by the present classroom arrangement, and analyzing how they were encouraged

3) Changing, rearranging the classroom based on information gathered.

All pertinent content, forms, and charts are included in the module with the exception of a required reading from the following book:

> Pfluger, L.W. and Zola, J.M. "A Room Planned by Children," Ideas That Work With Children. Washington, D.C.: NAEYC, 1972, pp. 39-43.

DOCUMENT 153.

Bennett, H.L. and McCarthy, E. Outdoor Environment. Second Draft. Honolulu, Hawaii: Hawaii State Head Start Training Office, University of Hawaii at Manoa, 1976, 66 pp. $3.00.

XX	I	COMPETENCIES
X	II	
X	III	
X	IV	
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X	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

SUBJECT INDEX: Adult-child interaction. Art. Clay. Cognitive. Creative. Creative materials and activities. Environment. Equipment. Games. Goals. Group management. Healthy. Individual strength. Language. Motor skills. Observation of behavior. Outdoor play. Physical. Planning. Recordkeeping. Safe. Scheduling. Science. Self-concept. Self-evaluation. Social. Social/emotional competence. Space. Stages of development. Toys. Woodwork.

DESCRIPTION: As with other Hawaii modules, the content in Outdoor Environment, while focusing primarily on one Functional Area, is also related and applicable to many others. This module's main focus is on the statements in Competency Area I; however, the objectives and learning activities cross-reference with all of the Functional Areas.

The content emphasizes:

1) Goals of outdoor play

2) Provision of an outdoor learning environment

3) Organization of space, equipment, and time

4) Supervision and observation

5) Activities suggested for children.

The learning activities are varied and include the following:

1) Observing and writing anecdotal records with regard to the child teaching himself/herself or practicing a physical/motor skill

2) Discussing with the field advisor the space designated for outdoor play in terms of positive characteristics, problems, and recommendations for changes

3) Evaluating the scheduling of outdoor playtime, based on criteria provided

4) Planning and evaluating spontaneous, child-initiated play, and teacher-initiated activities.

Related Hawaii modules suggested for review are: Assessment, How Children Learn, How Children Think, Classroom Arrangement, and Organizing and Managing Preschool.

DOCUMENT 154.

Hawaii State Head Start Training Office Staff. Classroom Materials. Third Draft. Honolulu, Hawaii: University of Hawaii at Manoa, 1975, 43 pp. $3.00.

XX	I	COMPETENCIES
X	II	
X	III	
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X	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
	Bibliography	
F ST	Media Materials	
ISC	Format	

SUBJECT INDEX: Community. Creative. Environment. Individual strength. Individual differences. Learning centers. Learning theory. Motivation. Parents. Space. Stages of development.

DESCRIPTION: The purpose of the module, Classroom Materials, is twofold:

1) To assist the intern in recognizing which materials are most valuable for preschool children

2) To help the intern organize the materials in ways that are most conducive to helping children develop skills, ideas, and imagination, and to begin to understand relationships within their physical and social environment.

The module is focused on developing competencies so that the intern is able to:

- Discuss the value of playthings
- Select material appropriate for a classroom of children ages 3-5
- Maintain materials in good condition
- Organize materials in two activity areas in a way that is easy for children to understand and maintain
- Arrange or display things in two interest areas in a way that motivates the children to explore them
- Provide materials to the developmental level of children
- Apply knowledge of providing and organizing good materials in areas other than the two chosen for this module.

The following materials are necessary to supplement this module:

1) Slide Presentation:

- Feeney, S. Good Toys for Young Children.

2) One of the following films:

- Organizing Free Play (Vassar College)
- A Teacher Talks About Her Classroom (Bank Street College of Education)

A list of additional resource materials is included in the document.

DOCUMENT 155.

X	I	COMPETENCIES
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	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

Greenberg, M. Mathematics. Third Draft. Honolulu, Hawaii: Hawaii State Head Start Training Office, University of Hawaii at Manoa, 1976, 89 pp. $3.00.

SUBJECT INDEX: Child development theories and principles. Cognitive. Creative. Creative materials and activities. Environment. Equipment. Individual strength. Language. Learning centers. Learning theory. Lesson plans. Mathematics. Observation of behavior. Physical. Planning. Scheduling. Self-concept. Self-evaluation.

DESCRIPTION: Presented as a resource manual, as well as a training manual, the module, Mathematics, may be longer than some of the other Hawaii modules. It is designed for use by the teacher after the training period to aid in planning mathematical activities.

The module employs an integrated approach to the preschool curriculum and is related to six Functional Areas. The focus is on mathematical concepts of classification, space, number, measurement, seriation and time; use of materials; and planning specific mathematical activities to use with children. The objectives are to:

- Demonstrate understanding of the value of preschool mathematics and of concepts that help children develop mathematical understandings
- Arrange for an environment that will enhance the development of mathematical understandings
- Plan experiences that will help children develop mathematical concepts
- Carry out and evaluate mathematical activities.

The learning activities require the intern to:

1) Explain the primary reason(s) for teaching mathematics in the preschool

2) Name the six basic mathematical concepts and cite at least two appropriate examples for each

3) Make available a wide variety of appropriate mathematical materials throughout the day and in various situations

4) Establish a mathematics area to enhance mathematical learnings

5) Plan for a wide variety of mathematical activities to occur on a continuous basis

6) Conduct mathematics with children on a continuous basis.

All materials necessary to complete this module, including guides, readings, and charts, are supplied.

DOCUMENT 156.

Nunes, S. and Friedson, J. Children's Literature. Second Draft. Honolulu, Hawaii: University of Hawaii at Manoa, 1976, 97 pp. $3.00.

X	I	COMPETENCIES
X	II	
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	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
AT	Media Materials	
ISC	Format	

SUBJECT INDEX: Art. Books. Creative. Creative dramatics. Creative materials and activities. Environment. Language. Learning centers. Movement. Music. Planning. Poetry. Scheduling. Self-evaluation. Space. Storytelling.

DESCRIPTION: This module reflects the philosophy and attitude of teachers engaged in the Literature Program (K-6) of the Hawaii English Project. The HEP approach demands that children "at every level have direct encounters with literature which are at their level of understanding, within their power to grasp."

Children's Literature is designed to assist the intern in defining literature, selecting books, reading to children, and planning literature activities. The intern is expected to be able to read and evaluate children's books and plan activities which focus on enjoying and understanding literature. The performance objectives of this module are designed to enable the intern to:

- Discuss the importance of literature and how to use it with children
- Select books in a meaningful and organized way and provide an appropriate area where children can use them
- Read to children
- Plan and carry out activities which help children respond actively and expressively to the work.

The module's approaches to literature emphasize three principles:

1) Enjoyment is used as a way of getting children involved with stories and poems so that they come back for more

2) Each child's frame of reference is consistently expanded. The child's experiences are enhanced with many different stories and poems enabling the child to make meaningful connections between new and past experiences with literature and with life

3) Children are engaged in the process of shaping and *expressing* their own ideas and feelings through acting out, painting and drawing, modeling, retelling parts of the stories they have heard, and other composing activities.

Charts and guides for determing the suitability of books, establishing a resource file, arranging space, planning activities, and evaluating oneself are included in the module. In addition, there are extensive resource lists of children's books categorized as follows: suggested stories for children, favorite books for two- to three-year-olds, nursery rhyme collections, finger plays and stretching exercises, poetry collections, bibliographies of children's literature for the teacher, and guides to children's books for the teacher.

Completion of this module requires the use of a public library, tape recorder, blank tape, and the Hawaii module, *Classroom Arrangement*.

DOCUMENT 157.

Greenberg, M. Rhythmic Movement to Music. First Draft. Honolulu, Hawaii: Hawaii State Head Start Training Office, University of Hawaii at Manoa, 1976, 57 pp. $3.00.

X	I	COMPETENCIES
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X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
R	Media Materials	
ISC	Format	

SUBJECT INDEX: Body image. Children with special needs. Cognitive. Creative. Creative materials and activities. Dance. Emotions and feelings. Games. Group management. Individual strength. Lesson plans. Listening activities. Motivation. Motor skills. Movement. Music. Musical instruments. Observation of behavior. Physical. Planning. Recording of behavior. Recordkeeping. Rhythmic activities. Scheduling. Self-concept. Self-evaluation. Singing. Skill teaching. Social. Space.

DESCRIPTION: Although the module's major focus is on Competency Area II, it is integrative with respect to Competency Areas I, III, and IV. This module is one of two Hawaii modules dealing with movement. The other is Creative Movement. While the two modules are very similar in approach, the Creative Movement module focuses on movement as a way of expressing ideas and feelings about one's self and the outer world. The module, Rhythmic Movement to Music, focuses on movement as a way to express feelings and understanding about music. It is recommended that the Creative Movement module can be used as a prerequisite to this module.

Rhythmic Movement to Music is divided into two sections. The first section is designed to provide the intern with direct experience of movement to music. The second is designed to provide practical knowledge and experiences in using rhythmic movement with preschoolers.

In Section I the comprehensive nature of the content is reflected in the subject headings. These headings include:

1) Expressing your feeling about music through movement

2) Expressing your understanding about music through movement

3) Why Rhythmic Movement to Music?

4) Moving to Music: Using Body Parts

5) Moving to Music: Using Space

6) Moving to Music: Coordinating Movement to Music

7) Observing Movement Skills

The intern is engaged in learning activities that require competence to discuss with the field advisor the importance of movement to music for the preschool child. The intern must also learn to identify specific skills needed in developing the child's ability to move rhythmically to music. At the conclusion of Section I, the intern completes a self-test and observes and evaluates the movement skills of at least two children.

In Section II the intern is provided with content on rhythmic, imitative, and creative movement, including ideas and suggestions for instructing in each. The intern interacts with a group of children in such learning activities as:

- Directing a singing game or dance in which the children learn specific movements
- Teaching songs that call for dramatization of a character
- Teaching songs with rhythm sticks in which the children learn how and when to play the instruments
- Singing action songs in which the children make up actions according to the words
- Teaching a finger play in which movements are not specific, but can be created by the children
- Engaging children in free rhythmic activity within a prescribed movement (how many ways to walk, run, hop, act?).

Forms for observing children, evaluation guides, and sample lesson plans are provided. Recommendations are made as to the types of songs, recordings, and musical instruments needed to complete the activities.

DOCUMENT 158.

Bennett, H.L. Art. Honolulu, Hawaii: Hawaii State Head Start Training Office, University of Hawaii at Manoa, 1976, 50 pp. $3.00.

X	I	COMPETENCIES
X	II	
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X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

SUBJECT INDEX: Art. Blocks. Child development theory and principles. Clay. Cognitive. Creative. Creative materials and activities. Developmental tasks. Environment. Equipment. Finger painting. Individual strength. Modeling materials. Planning. Room arrangement. Scheduling. Self-concept. Space. Stages of development. Woodwork.

DESCRIPTION: The module, Art, focuses on art goals, planning with an emphasis on creative expression and developmental stages of children, and teaching behaviors. The objectives of this module are as follows:

1) The intern establishes goals for art experiences which are consistent with CDA competency standards and a developmental approach to learning

2) The intern organizes the classroom and daily time schedule to allow children space and time to work with art materials

3) The intern prepares and maintains a variety of materials that are basic to the expressive needs of young children

4) The intern develops some teaching behaviors that provide children with guidance, support, and freedom to grow in expressive activities.

Goals and content are consistent with the learning activities which include:

- Observing five children at work in the art area for clues as to the developmental stage of each child
- Keeping anecdotal records for several days of each child's use of materials
- Making a list of those whose experience is at the manipulative, the design, the representative, or the realistic stage
- Discussing observations with the field advisor.

Completion of this module requires that the intern read one of the following:

1) Bland, J.C. Art of the Young Child. New York: The Museum of Art, 1968. (Distributed by Doubleday and Company)

2) Leeper. S.H., et al. Good Schools for Young Children. New York: Macmillan Company, 1968, pp. 333-358.

3) Spodek, B. Teaching in the Early Years. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1972, pp. 177-189.

4) The Hawaii module: Classroom Arrangement.

For additional information, the intern is provided with a resource list which includes printed and audiovisual materials.

DOCUMENT 159.

X	I	COMPETENCIES
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X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
R	Media Materials	
ISC	Format	

Greenberg, M. Music. First Draft. Honolulu, Hawaii: Hawaii State Head Start Training Office, University of Hawaii at Manoa, 1976, 109 pp. $3.00.

SUBJECT INDEX: Cognitive. Creative. Creative materials and activities. Culture. Environment. Group management. Individual strength. Language. Learning centers. Listening activities. Motivation. Movement. Music. Musical instruments. Observation of behavior. Physical. Planning. Rhythmic activities. Room arrangement. Scheduling. Science. Self-concept. Self-evaluation. Singing. Skill teaching. Social. Space.

DESCRIPTION: Because of certain skill teaching requirements, the module, Music, is longer than most of the other Hawaiian modules. It is designed to assist the intern in selecting appropriate materials, establishing a learning environment, developing teaching strategies, and planning and scheduling activities. The performance objectives are designed to ensure that the intern:

- Demonstrates an understanding of why music is important and what should be covered in a preschool program
- Plans and carries out a preschool music program.

The basic approach to this module is an integrated one wherein music is related to seven of the Functional Areas and to other Competency Areas. Emphasis is on the following:

1) Reasons why music is important for the preschool child
2) Materials to use in teaching music to preschoolers
3) Methods for setting up a musical environment in the preschool class
4) Musical terms
5) Selection of music skills and understandings to emphasize
6) Recommendations for music activities for the individual child and the group

7) Times to teach music

8) Ways of organizing a 10- to 20-minute musical experience for the group

9) Ways of using music to teach language, science, mathematics, and some other curriculum areas.

As a further aid to the intern, the Hawaii module, a Music Resource Guide has been developed to accompany this module. In addition, it is recommended that the intern complete the Hawaii modules, Creative Movement and Rhythmic Movement to Music before beginning the Music module.

Completion of this module depends upon learning activities that require the use of records, songs, and music equipment, or materials of the intern's choice.

DOCUMENT 160.

Greenberg, M. Music Resource Guide. First Draft. Honolulu, Hawaii: Hawaii State Head Start Training Office, University of Hawaii at Manoa, 1976, 134 pp. $3.00.

SUBJECT INDEX: Adult modeling. Child development theory and principles. Cognitive. Creative. Creative dramatics. Creative materials and activities. Culture. Emotions and feelings. Environment. Group management. Home/center. Individual differences. Individual strength. Language. Learning theory. Lesson plans. Listening activities. Motivation. Movement. Music. Physical. Planning. Rhythmic activities. Scheduling. Self-evaluation. Singing. Skill teaching. Staff. Stages of development. Supplementary resource materials.

X	I	COMPETENCIES
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X	V	
X	VI	
X	Personal Capacities	
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X	Portfolio Documentation	
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Guide		

DESCRIPTION: The Music Resource Guide is designed for the intern who lacks training in music. It focuses on the elements of music, playing instruments, singing, listening to music, creating music, teaching strategies, and planning. Unlike the other Hawaii modules, this document does not present the intern with performance objectives. All of the readings contained in this document are followed by an activity page with questions and exercises to evaluate the intern's comprehension and skills in the area of music. The module provides background on musical understandings and skills for the intern and very specific suggestions on developing skills in children. The intern is expected to plan, implement, and evaluate activities in all areas of the music curriculum.

The content of this guide is divided into the following sections:

1) Elements of music. This section provides the intern with a definition of music and discusses under separate headings tone and its elements; rhythm and its elements, dynamics, melody, tone color, and harmony.

2) Practical hints for teaching music. These include:

   - Singing -- emphasizes developing skills in singing, starting a song, teaching a new song, using a recorder or type recording to teach a new song, developing independence in singing, followup activities to use with singing, and ideas for planning singing activities

   - Playing instruments -- focuses on rhythm instruments, melody instruments, harmony instruments, orchestral and hand instruments, and ideas for planning to use instruments

- Listening to music -- includes types of records to play, characteristics of worthwhile recorded selections, the basic sequence to follow when using records, what to listen for, setting standards for listening, general teaching suggestions, enriching listening experiences, and ideas for planning experiences in listening to records

- Creating music -- provides general guidelines for stimulating a creative environment, specific suggestions for creative experiences in music, and ideas for planning creative experiences in music.

The learning activities are varied and suggest the use of records, musical instruments, songs, and rhythm instruments. It is recommended that some of the activities be performed in a group. For these, it is suggested that the intern join with other CDAs who are working on this module.

The document includes sample lesson plans, guides for evaluating activities, a bibliography, and a glossary.

DOCUMENT 161.

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	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
F	Media Materials	
ISC	Format	

Magarick, M. Creative Movement. Third Draft. Honolulu, Hawaii: Hawaii State Head Start Training Office, University of Hawaii at Manoa, 1976, 56 pp. $3.00.

SUBJECT INDEX: Body image. Child development theory and principles. Cognitive. Creative. Creative dramatics. Creative materials and activities. Dance. Emotions and feelings. Environment. Group management. Home/center. Individual differences. Motor skills. Movement. Music. Musical instruments. Physical. Planning. Rhythmic activities. Scheduling. Self-concept. Sensory learning. Social. Space. Stages of development.

DESCRIPTION: The Creative Movement module concentrates on helping the intern to become aware of types of movement, to develop a repertoire of teaching strategies, and to plan activities that allow children to use their bodies in individual and rhythmic ways and express their ideas and feelings about themselves and the outer world.

Emphasis is on the following:

- Elements of movement--space, time and force, body awareness, and body movement
- Philosophy and values of creative movement, including self-expression and imagination, concept formation, self-concept, social skills, exploration, and problem solving
- Planning with emphasis on environment, scheduling, group management, and individual differences
- Teaching techniques focusing on the use of creative materials, motivation, and children with special needs.

Inherent in the performance objectives are the learning activities which are intended to:

1) Demonstrate an understanding of what creative movement is and the importance of creative movement in the development of young children

2) Include creative group activities (activities which include five or more children) in the classroom as part of the regular activities.

Two of the requirements of this module are that the intern participate in a workshop on creative movement, and that he/she participate in creative movement activities presented by other interns during the CDA workshops. Suggested prerequisites are the Hawaii modules, Organizing and Managing the Preschool Class and A Child's Self-Concept. The module, Rhythmic Movement to Music, is required as additional reading. The intern is also to view, analyze, and discuss the film, A Time to Move (Early Childhood Production Company, Chatsworth, California, 1970).

DOCUMENT 162.

Feeney, S. A Child's Self-Concept. Honolulu, Hawaii: Hawaii State Head Start Training Office, University of Hawaii at Manoa, 1975, 49 pp. n.p.

X	I	COMPETENCIES
X	II	
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X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

SUBJECT INDEX: Adult-child interaction. Curriculum. Environment. Individual strength. Language. Motivation. Planning. Self-concept. Self-evaluation.

DESCRIPTION: A Child's Self-Concept is a module designed to help the intern become aware of the importance of the adult role in the development of the child's feelings about him/herself. The module is also a discussion of how self-concepts develop, how to organize the environment to promote self-concept, how to enhance self-concept through interactions with children, and how to provide experiences that will enhance the child's self-concept.

The performance objectives of this module require that the intern be able to:

1) Demonstrate awareness of what self-concept is, how it develops, and why it is important

2) Organize the environment to enhance the development of self-concept

3) Apply knowledge by interacting with children in ways that enhance the development of children's self-concepts

4) Apply knowledge by providing curriculum experiences that enhance the development of children's self-concepts.

A comprehensive list of examples of what an intern can do to develop a positive or negative self-concept in his/her interactions with children is provided.

Learning activities that are also evidences of demonstrated competence are required unless the intern decides to draw up, for approval, alternative activities. Examples of learning activities are:

- Defining the term "self-concept"
- Discussing the importance of self-concept, using specific examples
- Comparing children's accomplishments with their past accomplishments
- Labeling children's work with their names and attractively displaying these materials
- Encouraging children to express their feelings.

DOCUMENT 163.

Feeney, S. Social Studies. Third Draft. Honolulu, Hawaii: Hawaii State Head Start Training Office, University of Hawaii at Manoa, 1976, 69 pp. $3.00.

X	I	COMPETENCIES
X	II	
X	III	
X	IV	
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X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
F	Media Materials	
ISC	Format	

SUBJECT INDEX: Books. Cognitive. Community. Creative. Creative materials and activities. Culture. Emotions and feelings. Environment. Field trips. Home center. Language. Learning theory. Nutrition. Planning. Room arrangement. Science. Self-concept. Self-evaluation. Social. Social/emotional competence. Social studies. Storytelling. Values. Volunteers.

DESCRIPTION: This module deviates from the traditional approach to teaching social studies to the preschool child. Rather than beginning instruction with the experience closest to children -- experience of the self -- and expanding each year in school to topics progressively further removed from the child's immediate experience, the Social Studies module's approach is to use the basic ideas of social science as they relate to a number of areas presented each year. Children are presented with information about themselves, their families, their community, and their culture as essential parts of the question: Who am I?

Content of the module is organized to allow the intern to express his/her own interests, concerns and values. Emphasis is on the feelings and tolerance of others, and on developing pride in the child's race or culture, or on developing the child's ability to function in the community.

The performance objectives require that the intern be able to:

1) Describe and discuss areas of personal awareness that can develop through social studies

2) Explain social studies activities occurring in the classroom in terms of their contributions to the children's understanding of themselves and others

3) Set up a physical environment that reflects interest and involvement in social studies

4) Plan and carry out social studies activities dealing with areas of personel and social awareness

5) Use questions that stimulate the children's inquiry and exploration in a number of areas of personal and social awareness.

The learning activities are organized into areas that help the intern assist children in gaining awareness of themselves as:

- Persons with feelings
- Members of a family
- Members of a community
- Part of a race and culture
- Persons in a place
- Persons in time.

The intern is provided with information on the related fields of economics, political science, and sociology. He/she is also provided with some basic ideas on kinds of people, types of work, job functions of the community, and activities for children. These activities include:

- Reading a story about community helpers and discussing the story with the children
- Talking about the rules people need in a community and why they might need these rules
- Allowing the children to participate in some aspect of rule making or decision making and relating to how rules are made in the community
- Talking about the rules people need in the classroom and what they are for
- Taking a trip into the community to observe how products are sold or distributed and following up in the classroom (discussion, role play, song, story).

The intern is expected to demonstrate competence in each of these areas by developing and implementing plans, evaluating activities carried out in the classroom, and discussing these experiences with the field advisor.

Completion of this module requires the following resources:

1) Film:

- Community as a Classroom: Trips (Bank Street College)

2) Book:

- Storybook Cookbook for the Children (Hawaii Association for the Education of Young Children)

An extensive bibliography of resource materials including films, photographs, and children's books is provided.

DOCUMENT 164.

X	I	COMPETENCIES
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X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
ISC	Format	

Greenberg, M. Organizing and Managing the Preschool Class. First Draft. Honolulu, Hawaii: Hawaii State Head Start Training Office, University of Hawaii at Manoa, 1976, 99 pp. $3.00.

SUBJECT INDEX: Child development theory and principles. Communication. Conferencing skills. Environment. Field trips. Goals. Group management. Healthy. Home/center. Individual strength. Interpersonal relationships. Learning centers. Motivation. Nutrition. Observation of behavior. Outdoor play. Parents. Physical. Planning. Recordkeeping. Rest. Room arrangement. Safe. Scheduling. Self-evaluation. Staff.

DESCRIPTION: The module, Organizing and Managing the Preschool Class, is designed to develop the intern's skills in: organizing the daily schedule, establishing management and organizational procedures relating to specific aspects of the school day and school year, and planning and implementing non-teaching types of responsibility. This module provides the intern with information and exercises in observing, supervising, planning, and evaluating in each of the areas represented.

The module is focused on the following performance objectives:

- Organizing and managing the various aspects of the school day
- Handling effectively some important aspects of the school year
- Handling effectively some non-teaching responsibilities expected of preschool teachers.

The intern is involved in a number of learning activities and demonstrated competence is assessed in the following areas:

1) Devising and implementing an effective daily schedule that meets the needs of children and two adults

2) Preparing for children before they arrive in school

3) Handling large groups effectively

4) Making mealtimes a worthwhile experience

5) Planning and implementing procedures for the first days of school

6) Ensuring that the room and environment are kept clean and safe

7) Completing and filing all records required

8) Communicating with and reporting to the parents on an ongoing basis

9) Working effectively with other members of the preschool team.

All necessary materials for completion of this module are supplied. It is suggested, however, that the intern refer to the following Hawaii modules: Assessment, Classroom Arrangement, and Structuring for Behavioral Success.

DOCUMENT 165.

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X	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

Matsuda, M. Volunteers in the Classroom. Second Draft.
Honolulu, Hawaii: Hawaii State Head Start Training Office,
University of Hawaii at Manoa, 1976, 85 pp. $3.00.

SUBJECT INDEX: Adult-child interaction. Communication. Community. Culture. Interpersonal relationships. Language. Learning centers. Parents. Planning. Scheduling. Self-evaluation. Volunteers.

DESCRIPTION: This module focuses on various aspects of an effective volunteer program in the preschool setting. Volunteers in the Classroom is designed to assist the intern in finding volunteers in the community, obtaining the necessary background information, planning for using volunteers on an ongoing basis, training the volunteer, and evaluating the volunteer program.

Emphasis is on the following:

1) Determining value of using volunteers -- discusses the unique range of experiences and talents of volunteers and how their diverse backgrounds can add new feelings and dimension to the program. An extensive list of the types of volunteers and examples of how they can be used is provided.

2) Planning for the use of volunteers -- covers finding volunteers, getting information about volunteers, ways for volunteers to help at school, involving the working parent, things for volunteers to do, and planning for volunteers.

3) Helping the volunteers do a better job -- includes techniques for training volunteers, general guidelines for new volunteers, communicating with volunteers, setting guidelines for activity areas and behavior situations, and language to use in talking with children.

4) Using volunteers effectively on an ongoing basis -- emphasizes routine or transitional tasks, ethnic contributions of volunteers, ways an intern should interact with volunteers, application of problem-solving techniques; methods for dealing with aggressive volunteers and dealing with volunteer's inappropriate actions, and developing written plans for individual and group activity.

The learning activities are consistent with the performance objectives which include:

- Providing written evidence of the guidelines being used to help volunteers in working in activity areas and with children
- Demonstrating that the volunteers are being trained on an ongoing and planned basis
- Showing that an average of one volunteer per day is being used in the classroom
- Showing that the volunteers participate in a meaningful way to contribute to the goals of the program.

DOCUMENT 166.

Young, M. Chinese. First Draft. Honolulu, Hawaii: Hawaii State Head Start Training Office, University of Hawaii at Manoa, 1976, 43 pp. $3.00.

	I	COMPETENCIES
X	II	
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X	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

SUBJECT INDEX: Art. Books. Culture. Dance. Field trips. Food preparation. Games. Home/center. Movement. Music. Nutrition. Parents. Singing. Storytelling. Values.

DESCRIPTION: This document is one of five developed by the Hawaii State Head Start Training Office that provide introductory material on Hawaii ethnic groups. Unlike the other Hawaii modules, which follow a workbook format of performance objectives and exercises, these documents are presented as teaching units.

Designed for parents and teachers of preschool children, Chinese is a part of the ethnic cluster of documents that give the background on various aspects of Chinese culture, suggest activities, games, songs, and stories for children.

The focus is on the importance of the Lunar New Year celebration; foods for the New Year, including recipes; the significance of the Narcissus flower and one of its legends; and the importance of the lantern parade. As an aid to singing the several songs included (the words are written phonetically in Chinese with English translations), a pronunciation key to the Cantonese dialect is provided. Activities such as dancing, movement, block printing, and Chinese brush drawing are included. Instructions are also provided for making coolie hats, money envelopes, a dragon costume and a flying lantern. There is an extensive bibliography of children's books, teacher reference books, films, and recordings contained with the document.

DOCUMENT 167.

Friedson, J. and Kaiser, S. Filipino. First Draft. Honolulu, Hawaii: Hawaii State Head Start Training Office, University of Hawaii at Manoa, 1976, 38 pp. $3.00.

SUBJECT INDEX: Art. Books. Culture. Dance. Food preparation. Games. Guiding children. Home/center. Language. Movement. Music. Nutrition. Parents. Singing. Storytelling. Values.

DESCRIPTION: The second in the ethnic teaching units is the module, Filipino. It describes the three main groups of immigrants contributing to the culture and their origins, values and general characteristics of the people, child-rearing practices, and traditional dress.

A section on food is provided, including recipes for chicken adobo (a meat dish prepared in a blend of vinegar, salt, bay leaves, and garlic); Pancit (a noodle dish); ban-day (banana fritters); padorosdos (a sweet snack); and guayabano drink (made from soursop and lemon juice). Games, crafts, stories, riddles, and songs are also included in the document.

The intern or parent is provided with an extensive resource section of books for children, reference books, films, and a glossary of common English expressions with Ilokano and Tagalog translations.

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	Personal Capacities	
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	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
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DOCUMENT 168.

Manuel, L. Hawaiian. Second Draft. Honolulu, Hawaii: Hawaii State Head Start Training Office, University of Hawaii at Manoa, 1976, 57 pp. $3.00.

SUBJECT INDEX: Art. Books. Creative. Creative materials and activities. Culture. Field trips. Food preparation. Games. Home/center. Language. Music. Musical instruments. Parents. Recipes. Singing. Storytelling. Toys. Values.

DESCRIPTION: This document, consistent with the format of the five ethnic teaching units, is designed for parents and interns who need and want introductory materials on the Hawaiian culture. Much of the information contained in Hawaiian reflects the personal experiences of the compiler, Louise "Aloha" Manuel, and is intended to help the intern or parent obtain a feel for a small part of the Hawaiian culture so that he/she may in turn transmit that culture to children.

The focus is on materials organized around the history of the coconut, or Niu, which once had great significance in the lives of the Hawaiian. The unit, then, has a theme: Niu, the Giver of Life. It begins with a story adapted from an old legend about the source of the coconut. This story is meant to be told to a group of children. Then, for use by the intern or parent, there follows a section on the history and uses of the coconut. Finally, there are games and activities, songs and dances, all based on the same theme and meant to be engaged in by the children.

The resource section of this document contains an extensive listing of children's books, famous coconut groves to visit, and a glossary of Hawaiian expressions with English translations.

	I	COMPETENCIES
X	II	
X	III	
	IV	
X	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

DOCUMENT 169.

Towata, C.S. Japanese. Second Draft. Honolulu, Hawaii: Hawaii State Head Start Training Office, University of Hawaii at Manoa,

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SUBJECT INDEX: Art. Books. Creative. Creative materials and activities. Culture. Dance. Field trips. Food preparation. Games. Home/center. Language. Motor skills. Movement. Music. Parents. Perception. Recipes. Self-concept. Singing. Social/emotional competence. Storytelling. Values.

DESCRIPTION: The fourth of the teaching units on Hawaii's ethnic groups focuses on the Japanese culture. The purpose of the unit, Japanese, is to provide information and activities for the intern and parents to enable them to help young children become aware of, understand, and appreciate Japanese cultural practices in the Hawaiian Islands.

The major focus of this document is on the following:

- Migration of the Japanese to Hawaii
- Calendar of rituals and selected changes in Japanese customs
- Decorations and activities for children
- Foods and recipes; cooking and eating utensils
- Clothing and activities for working with various textiles
- Games focusing on perceptual and motor abilities, social-emotional and cognitive development, and language
- Structure and furnishing of Japanese houses
- Songs and dance

Information from various sources has been included for each section. Bibliographies, a list of general resources, and suggestions for field trips are included to assist the intern in planning and implementing the various sections.

	I	COMPETENCIES
X	II	
	III	
	IV	
X	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

DOCUMENT 170.

Duncan, J. and Dubuque, G. Korean. First Draft. Honolulu, Hawaii: Hawaii State Head Start Training Office, University of Hawaii at Manoa, 1976, 61 pp. $3.00.

SUBJECT INDEX: Art. Books. Creative. Creative materials and activities. Culture. Dance. Field trips. Food preparation. Games. Home/center. Language. Movement. Music. Parents. Recipes. Singing. Storytelling. Values.

DESCRIPTION: The fifth of the ethnic teaching units designed for interns and parents as a source of introductory materials on Hawaii's ethnic groups is entitled Korean. It provides background information on the changing traditions of the culture; the Korean family, which basically maintains the traditional Confucian structure; and a few of the customs still practiced in the home with visitors.

A section of this document is devoted to a few of the surviving festivals once celebrated in the king's palace, in temples and shrines, and in the fields of the countryside. Those continued today and celebrated as family holidays include the following:

- New Year's Day: January 1 and/or late February or March
- The Autumn Moon: 15th day of the 8th moon
- Hansik: late March
- Yokbul-il: early May
- Kwanbok-nol: (a modern holiday) August
- Sam-il Nol: March

Emphasis is also placed on food, including recipes for Namul (a salad and Yahsik (sweet spiced rice); clothing; games for children, stories; songs; dances; and instructions for arts and activities.

An extensive bibliography lists children's books, songbooks, teacher reference materials, films, records, and suggestions for field trips. The bibliography is followed by a glossary of common Korean expressions with English translations.

	I	COMPETENCIES
XX	II	
X	III	
	IV	
X	V	
	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

DOCUMENT 171.

Herman, H. Assessment. Honolulu, Hawaii: Hawaii State Training Office, University of Hawaii at Manoa, 1976, 83 pp. $3.00.

X	I	COMPETENCIES
X	II	
X	III	
X	IV	
X	V	
XX	VI	
	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
	Bibliography	
	Media Materials	
ISC	Format	

SUBJECT INDEX: Evaluation of children. Observation of behavior. Planning. Recording of behavior. Recordkeeping. Testing instruments.

DESCRIPTION: The Assessment module covers various appraisal (assessment) techniques which the intern must apply and evaluate. The process of gathering information and making judgments based on this information provides the intern with techniques with which to determine each child's developmental level in Competency Areas I through V. The performance objectives require the intern to be able to:

1) Appraise (assess) one child by using a variety of techniques

2) Use and evaluate appraisal techniques for information and planning

3) Select the appropriate technique for a specific purpose.

This module introduces the intern to six appraisal (assessment) techniques: anecdotal records, narrative description, behavior sampling, rating scale, developmental scale, and standardized test. The major features of the techniques are covered, including the advantages and disadvantages of each, and are classified under three basic dimensions: type of behavior, type of procedure, and focus of procedure. The intern is provided with exercises and learning activities for each technique discussed. For example, the intern:

1) Appraises (assesses) one child using five different assessment techniques

2) Obtains valid information from appraisal (assessment) techniques

3) Is able to begin planning using the information obtained from appraisal (assessment) techniques and can evaluate these techniques.

Sample recordings, blank forms, checklists, and charts are all provided under each section. Completion of this module requires the use of a developmental scale, such as the Portage Guide to Early Education or School Before Six: A Diagnostic Approach; and a standardized test, such as the Denver Developmental Screening Test. The Module Notes Section, similar to an appendix, contains additional sample testing instruments, and a report on an article published in the July 14, 1975 issue of Newsweek concerning allegations made about the Denver Developmental Screening Test.

DOCUMENT 172.

Rutter, B., Nunes, S., Chun, E., and Kagan, M. Structuring for Behavioral Success. Second Draft. Honolulu, Hawaii: Hawaii State Head Start Training Office, University of Hawaii at Manoa, 1976, 47 pp. $3.00.

	I	COMPETENCIES
	II	
X	III	
X	IV	
	V	
	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

SUBJECT INDEX: Children with special needs. Environment. Group management. Guiding children. Individual strength. Reinforcement. Social.

DESCRIPTION: The module, Structuring for Behavioral Success, is designed especially to meet the needs of interns who are integrating handicapped children into the regular preschool classroom. Some of the methodology, however, can be adapted to the needs of normal children who are having trouble adjusting socially. The term, structure, used throughout the document, refers to something planned, organized, systematic, having a framework. Thus, the overall purpose of this document is to assist the intern in establishing rules, making agreements, and enforcing them.

The major emphasis is on:

- Determining why it is important to establish a structured environment
- Choosing general rules for the classroom: determining the number and criteria for making rules
- Stating rules and routines for children: using appropriate language, indicating consequences of behavior, making agreements
- Enforcing the rules: observing consistency with which rules are enforced, getting intern's perspective, ignoring protest behavior.

Some of the performance objectives are to:

1) Explain what a structured environment is

2) Discuss the importance of a consistent and structured environment for children who have handicapping conditions

3) State rules and routines positively

4) Define rules so that the teacher and the child know immediately whether or not the rule is being followed.

All materials necessary for the completion of this module are provided.

DOCUMENT 173.

Chun, E. Task Analysis. Second Draft. Honolulu, Hawaii:
Hawaii State Head Start Training Office, University of Hawaii
at Manoa, 1976, 64 pp. $3.00.

X	I	COMPETENCIES
XX	II	
X	III	
X	IV	
	V	
	VI	
X	Personal Capacities	
X	Individualization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
	Media Materials	
C	Format	

SUBJECT INDEX: Cognitive. Evaluation of children. Individual differences. Individual strength. Language. Motor skills. Observation of behavior. Planning. Recording of behavior. Recordkeeping. Reinforcement. Self-evaluation.

DESCRIPTION: The module, Task Analysis, provides the intern with an explanation and techniques for assisting children who are not performing an activity because they have psycho-motor problems; or because they are not physically or mentally capable of learning the whole activity independently. While the major focus for this module is on CDA Competency Area II, the learning activities involve the intern in some facets of Competency Areas I, III, and IV, as well as the Personal Capacities.

The content is consistent with the performance objectives which require that the intern be able to:

- Select a learning task that is clearly defined, relevant, and realistic
- Break down a learning task into its simplest essential, sequential steps
- Locate the step in a learning task at which the child is ready to learn
- Teach a child a new task following a task-analyzed plan.

Learning activities that are evidence of demonstrated competence include:

1) Writing a clear, relevant, and realistic description of a task
2) Explaining to the field advisor the importance of the task chosen
3) Preparing a task analysis of two tasks: self-help, cognitive or language
4) Assessing three children on a task that has been analyzed
5) Determining from the appraisal where to begin teaching the task
6) Explaining how reinforcement, prompting, and shaping are used in the teaching of a task
7) Discussing with the field advisor the effect task analysis has on educational planning and teaching.

All necessary forms are included in the document. In addition, the intern is provided with a resource list of additional reading and a glossary of terms.

	I	COMPETENCIES
	II	
	III	
	IV	
X	V	
	VI	
X	Personal Capacities	
X	Individual-ization	
X	Academic/ Field Int.	
X	Pre & Exit Appraisal	
X	Portfolio Documentation	
X	Bibliography	
AC AT	Media Materials	
ISC	Format	

DOCUMENT 174.

Chun, E. and Nuruck, C. How to Work with Parents of Handicapped Children. First Draft. Honolulu, Hawaii: Hawaii State Head Start Training Office, University of Hawaii at Manoa, 1976, 64 pp. $3.00.

SUBJECT INDEX: Case study. Children with special needs. Communication. Community. Conferencing skills. Interpersonal relationships. Parents. Referral and rehabilitation.

DESCRIPTION: How to Work with Parents of Handicapped Children is designed to help the intern work more effectively with parents of handicapped children, develop skills in establishing a trust relationship with parents, and evaluate a case summary.

The module focuses on the following:

1) Parental expectations -- deals with ideas and thoughts the prospective parent has prior to and during pregnancy and after the child is born

2) Parental reactions to a handicapped child -- discusses three stages parents go through when a child is born with a handicapping condition:

   - Non-acceptance, shock, guilt
   - Intellectual acceptance
   - Emotional acceptance

3) Roles of professionals in assisting the parent -- provides information on the categories of professionals who may be involved (doctor(s), counselors, the clergy, teacher(s), speech therapists, occupational therapists, physical therapists and financial support personnel), and the functions of each

4) Entrance of the handicapped child into school -- focuses on what to expect of the child, and what to expect of the parent

5) Teachers' reactions to working with a handicapped child -- emphasizes the need for teachers to examine their own feelings and attitudes about the handicapped child

6) Parental involvement -- provides goals and teacher tasks in developing a team approach to working with the child

7) Trust relationships -- suggests ways in which to establish honesty and openness in communications between the teacher, child, and parent

8) Communication with parents -- suggests ideas for setting up the initial meeting and subsequent meetings

9) Role of teachers in helping parents locate resources -- provides information on identifying and contacting community resources and making appropriate referrals

10) Case conferences -- provides suggestions for establishing and carrying out a case conference.

There are fewer exercises in this module than in most of the Hawaii modules. The materials described here do not lend themselves to practical application without the assistance of a trainer experienced in working with both handicapped children and their parents.

The module requires the use of audiotaping equipment and blank tape, and the book, Karen, by Marie Killilen (New York: Dell Publishing Co., Inc., 1975). A list of state (Hawaii) and national resources is included in the module.

DOCUMENT 175.

Walton, J. Logical-Mathematical Thinking and the Preschool Classroom. College Park, Maryland: Head Start Regional Resource and Training Center, University of Maryland, 1976, 31 pp. $ .60.

	I	COMPETENCIES
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	Media Materials	
	Format	
Supplementary Resource Materials		

SUBJECT INDEX: Child development theory and principles. Cognitive. Mathematics. Piagetian tasks. Stages of development. Supplementary resource materials.

DESCRIPTION: Based on H. G. Furth's book, Piaget for Teachers, as well as on a school for thinking workshop led by Furth, Logical-Mathematical Thinking and the Preschool Classroom is a booklet whose purpose is to:

- Explain some aspects of Piagetian theory
- Critique some aspects of the education component of some Head Start and other preschool and kindergarten programs
- Present more appropriate goals and a different role for the teacher/intern
- Present one area of cognitive development, and directions and illustrations for several activities that teachers and interns can plan for children.

Emphasis is on the preoperational stage of development, the period from about 2 - 7 years of age; and, on games and activities teachers can use with children to provide objects, experiences, and interactions through which children develop their ideas, construct, learn to trust, and refine their thinking processes.

Included in the document are twelve activities to be used with small groups of children. The intern or teacher is urged to keep in mind five basic rules when conducting these activities:

1) Children will be engaged in discovering, not memorizing

2) Teachers will not provide "right" answers, or correct "wrong" answers

3) Teachers will accept whatever response a child gives

4) Teachers will structure an activity so that a child learns from his/her own actions

5) Teachers will ask questions to challenge a child's thinking, not questions that will make him/her try to guess the answer the teacher wants.

The document concludes with a section picturing commercial manipulative toys that can be introduced and used in ways to encourage a child in high-level, operative thinking. An extensive reading list is also provided.

GLOSSARY OF TERMS

CDA, Child Development Associate--A competent person who assumes primary responsibility for meeting the specific needs of a group of children in a child development setting by nurturing the child's physical, social, emotional, and intellectual needs; setting up and maintaining the child care environment; establishing a liaison relationship between parents and the child development center. (Role definition adopted by the CDA Consortium Board of Directors, December, 1974.)[1]

CDA candidate--The person whose application has been accepted by the CDA Consortium and who has been accepted as a candidate for the CDA Credential.

CDA Competency Areas--The CDA Competencies form the basis of training and credentialing for Child Development Associates.[2] The CDA is expected to demonstrate competence in six Competency Areas:

I (or A)	Setting Up and Maintaining a Safe and Healthy Learning Environment.
II (or B)	Advancing Physical and Intellectual Competence.
III (or C)	Building Positive Self-Concept and Individual Strength.
IV (or D)	Organizing and Sustaining the Positive Functioning of Children and Adults in a Group in a Learning Environment.
V (or E)	Bringing about Optimal Coordination of Home and Center Child-Rearing Practices and Expectations.
VI (or F)	Carrying out Supplementary Responsibilities Related to the Children's Programs.

CDA Consortium--A private, nonprofit corporation made up of representatives of thirty-nine organizations in early childhood fields, responsible for developing and implementing the CDA assessment and credentialing system.

CDA Credential Award System--The system developed by the CDA Consortium that provides for all necessary contracts, communications, evaluations, and activities required of a person seeking the CDA Credential.[3]

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[1] Toward An Assessment System: Efforts to January, 1975. Washington, D.C.: Child Development Associate Consortium, Experimental Edition, 1975.

[2] Becoming a Child Development Associate: A Guide for Trainees. Washington, D.C.: Department of Health, Education, and Welfare, 1975.

[3] The Child Development Associate Consortium Credential Award System: A Report on its Development and an Evaluation of its First Year of Operation. Washington, D.C.: The Child Development Associate Consortium, 1976, p. 3.

CDA Consortium final assessment--The process in which the CDA Consortium, through its Credential Award System, makes judgments regarding the competence demonstrated by a CDA candidate for the purpose of awarding the CDA Credential.

CDA training--Competency-based training to prepare interns to become Child Development Associates.

Educational package--A collection of training materials for use in competency-based training with instructions to the intern for completion of the learning module or learning activities. Also included might be academic content, forms, examinations, and audiovisual materials. A comparable term is learning package.

Field advisor--The person who advises, counsels, recommends, guides, and assists interns in their field work. Comparable terms are field supervisor, field coordinator, instructor, and trainer.

Final assessment--See CDA Consortium final assessment.

Functional Areas--The Functional Areas are further delineations of the six broad CDA Competency Areas. They were developed and defined by the CDA Consortium in order to direct the focus of observation within the Competency Areas. The definitions, or competency standards, for the 13 Functional Areas are:

1. SAFE: Candidate provides a safe environment by taking necessary measures to reduce or prevent accidents.
2. HEALTHY: Candidate provides an environment that is free of factors which may contribute to or cause illness.
3. ENVIRONMENT: Candidate selects materials and equipment and arranges the room to provide an environment conducive to learning and appropriate to the developmental level of the children.
4. PHYSICAL: Candidate provides a variety of appropriate equipment, activities, and opportunities to promote the physical development of children.
5. COGNITIVE: Candidate provides activities and experiences which encourage questioning, probing, and problem-solving skills appropriate to the developmental level of the child.
6. LANGUAGE: Candidate helps children acquire and use language as a means of communicating their thoughts and feelings and understanding others.
7. CREATIVE: Candidate provides a variety of experiences and media that stimulates children to explore and express their creative abilities.

8. SELF-CONCEPT: Candidate helps each child to know, accept, and appreciate him/herself as an individual.

9. INDIVIDUAL STRENGTH: Candidate helps each child develop a sense of independence and acquire the ability to express, understand, and control his/her feelings.

10. SOCIAL: Candidate helps the children learn to get along with others and encourages feelings of mutual respect among the children in the group.

11. GROUP MANAGEMENT: Candidate provides a positive routine and establishes simple rules with the group that are understood and accepted by children and adults.

12. HOME/CENTER: Candidate establishes positive and productive relationships with parents and encourages them to participate in the center's activities.

13. STAFF: Candidate works cooperatively with other staff members concerning plans, activities, policies, and rules of the center.[1]

Intern--The person in CDA competency-based training whose goal is acquisition of the CDA Credential. Comparable terms are trainee, candidate, student, etc.

Learning Package--See educational package.

Organizers--Subcategories of skills related to the six CDA Competency Areas and Functional Areas. They provide a basis for observations and for classifying or categorizing observations of a candidate's (intern's) performance within each area.

Personal Capacities--The patterns of relating to children identified as essential to the CDA's ability to demonstrate the CDA Competencies:

1. Sensitivity to children's feelings and the qualities of young thinking.

2. Readiness to listen to children to understand what they mean.

3. Use of nonverbal forms of communication and adaption of adult verbal language and style to maximize communication with children.

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[1] Toward an Assessment System: Efforts to January, 1975. Washington, D.C.: Child Development Associate Consortium, Experimental Edition, 1975.

4. Protecting orderliness without sacrificing childish spontaneity and exuberance.

5. Perceptiveness of individuality and positive use of individual differences within the group of children.

6. Exercising control without being threatening.

7. Being emotionally responsive, taking pleasure in children's successes, and being supportive when they experience trouble and failures.

8. Bringing hunor and imaginativeness into the group situation.

9. Commitment to maximizing the child's and his/her family's strengths and potentials.[1]

Portfolio documentation--A method for documenting evidence for demonstrated competence. Examples might be lesson plans, case studies, descriptions of parent involvement projects, etc.

Pre- and exit appraisal--The process in which the trainer and intern make judgments regarding the competence demonstrated by an intern prior to beginning training or exiting from the training required in a particular module or learning package.

Post-appraisal--See definition for exit appraisal. Post-appraisal is used synonymously with exit in some of the CDA training materials described in this guide.

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[1] Department of Health, Education and Welfare, CDA Program.

SUBJECT INDEX

This Subject Index references back to both the subject indexes and the document keys of the documents. After some of the entries, there are empty parentheses. These indicate that in the subject indexes of the individual documents, there is further clarification regarding specific content; e.g., American Indians (culture).

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